

**THE INFLUENCE OF USING PAIR CHECK TECHNIQUE TOWARD  
STUDENT'S WRITING ABILITY ON PROCEDURE TEXT AT  
THE FIRST SEMESTER OF THE ELEVENTH GRADE  
OF SMKN 5 BANDAR LAMPUNG IN THE  
ACADEMIC YEAR 2019/2020**



**A Thesis**

Submitted as a Partial Fulfillment of  
the Requirements for S1-Degree

**By**

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**Study Program: English Education**

**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2019**

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LAMPUNG**

**2019**

## ABSTRACT

The objective of the research was to find out whether or not there was significant influence of using pairs check technique towards student's writing ability on procedure text at the first semester of the eleventh grade of SMKN 5 Bandar Lampung in the academic year 2019/2020. In writing, the students of Senior High School must deal with many kinds of text which one of them is procedure text. The students still don't know whether their writing was right or not because the students have to check and revise by themselves; the students don't know the part that have to revise. Pairs Check can help the teacher to teach students how to write in right way and also improve cooperation among students, students' critical thinking and train students to communicate well with friends.

This research was conducted by using quasi experimental design with pre-test and post-test design. The population of the research was the eleventh grade of SMKN 5 Bandar Lampung. The total sample of the research was 97 students that were taken from 2 classes, XI MM1 and XI MM2. They were 35 students for experimental class and 36 students for control class. In collecting the data, the researcher used writing test as the instruments. After giving the post-test, the researcher analyzed the data by using SPSS.

From the data analysis, it was obtained that  $Sig=0.017$  and  $\alpha=0.05$ . It means that the  $H_a$  is accepted and there was significant influence of using pairs check technique toward students' writing ability on procedure text at the first semester of the eleventh grade of SMKN 5 Bandar Lampung in the academic year 2019/2020.

Keywords: *Procedure Text, Pairs Check, Quasi Experimental Design, Writing Ability*





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TECHNIQUE TOWARDS STUDENTS’ WRITING  
ABILITY ON PROCEDURE TEXT AT THE FIRST  
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TECHNIQUE TOWARDS STUDENTS’ WRITING ABILITY ON  
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## DECLARATION

Hereby, I stated this thesis entitled “The Influence of Using Pair Check Technique toward Student’s Writing Ability on Procedure Text at the First Semester of the Eleventh Grade of SMKN 5 Bandar Lampung in the Academic Year 2019/2020” is completely my on work. I am fully aware that I have quoted some statements ad theories from various sources and those are properly acknowledged in the text.



Bandar Lampung, November 1<sup>st</sup> 2019  
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## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

‘For indeed, with hardship (will be) ease! Indeed, with hardship (will be) ease

(QS. Al-Insyirah : 5-6)<sup>1</sup>



---

<sup>1</sup> Abdullah Yusuf ‘Ali, *The Holy Qur’an Arabic Text With English Translation*, New Johar Offset Printers, India, 2006, p.1219

## DEDICATION

I would like to dedicate this thesis for all my beloved people:

1. My beloved parents, Mr. Sujito and Mrs. Winarsih who always pray for my success and give me motivation and support to study hard until now.
2. My beloved brother Ma'sum Marjuni who always gives me spirit and suggestion for my success.
3. My beloved friends who always give contribution to accomplish this thesis.
4. My beloved Almamater UIN Raden Intan Lampung.





## CURRICULUM VITAE

The researcher's name is Risalatun Koniah. Her nick name is Risa. She was born in Wonorejo, North Lampung on May 28<sup>th</sup>, 1997. She is the first child of two children of Mr. Sujito and Mrs. Winarsih. She has one brother whose name is Ma'sum Marjuni.

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This thesis entitled “The Influence of Using Pair Check Technique toward Student’s Writing Ability on Procedure Text at the First Semester of the Eleventh Grade of SMKN 5 Bandar Lampung in the Academic Year 2019/2020” is submitted as compulsory fulfillment of the requirement for S1 degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University of Lampung. While finishing this thesis, the researcher has obtained so many helps, assistance, aid or support and many valuable things from various sides.

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3. Meisuri, M.Pd, the Chairperson of English Education Study Program of Raden Intan State Islamic University of Lampung



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11. Community Service (KKN) in Purwotani, South Lampung and Students of Field Teacher Training (PPL) in SMKN 5 Bandar Lampung.
12. All stakeholders I could not mention.

Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the researcher sincerely welcomes critics and suggestion from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the reader generally, especially for those who are involved in English teaching profession.

Bandar Lampung, November 1<sup>st</sup> 2019

The Researcher,

Risalatun Koniah


NPM. 1511040324





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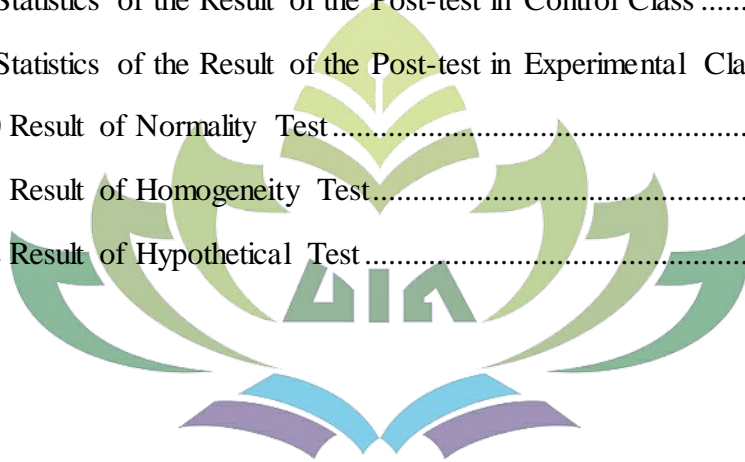
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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Writing is media to interact and to communicate each other in written form personally. Spratt, Pulvernes, Williams states that writing is one of the productive language skills which deal with conveying messages with the use of graphic symbols. According to them, writing is an activity to communicate one's idea by using letters, words, phrases, and clauses to form a series of related sentences.<sup>1</sup> Meanwhile, Jusman says, "Writing is a process of transferring idea, feeling, and thought into written form by giving more attention to the use of language as correctly as possible".<sup>2</sup> It can be concluded that writing is an activity to convey the messages in order to communicate with the others using written form.

As a part of English skill, writing involves some language components. Siach stated that there are some components of writing that should be mastered by the learners, they are grammar, spelling, punctuation, how to plan your writing, and the various processes.<sup>3</sup> It can be said that all those components are very important on writing, because correct grammar, punctuation, and spelling are keys in written communications. Though, without all those components the text may still finished but the result will not be quite good and clear. In opposite, writing in

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<sup>1</sup> Sparrt, *et. al.*, *Teaching Knowledge Test (TKT) Course*, (Cambridge: Cambridge University Press, 2005), p. 26

<sup>2</sup> Jusman, Mohtar, et al, *The Developing Students' Ability in Writing Procedure Text by Using Sequences Pictures*, (Journal of English Language Teaching Society (ELTS), Vol. 2, 2014), p.1

<sup>3</sup> Don Siach, *How To Write Essays*, (Oxford: A division of How To Book Ltd, 2007), p. 133



a structured and good order will make your reader understand what you are trying to convey.

In fact, many students often found difficulties in writing. Westwood stated writing is one of the most difficult skills that the learners are expected to acquire, requiring the mastery of a variety of linguistic, cognitive, and socio cultural.<sup>4</sup> Pardiyo also stated that in English skill category, writing as the most difficult skill for the students between speaking and reading.<sup>5</sup> Further, Patel and Jain said that for a moment we can accept that writing is essential features of learning a language because it provides a very good means of fixing vocabulary, spelling and sentence pattern.<sup>6</sup> It is clear enough to describe writing as the most difficult skill for the students. Thus, it is not surprising when the teacher find the students found difficulties in elaborating their ideas in written form.

The process of writing consists of different set of competencies, such as the result of thinking or drafting, and revising procedures that we can't develop the skills naturally.<sup>7</sup> Besides that, not only consist of different sets of competencies, but also the grammatical rules. As Raimes states that writing also reinforces the grammatical structures, idioms, and vocabulary. Thus, writing is the ability to express ideas that will use knowledge of structure and vocabulary to express ideas

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<sup>4</sup> Peter Westwood, *What Teachers Need to Know about Reading and Writing Difficulties*, (Australia: Acer Press, 2008), p.56.

<sup>5</sup> Pardiyo, *12 Writing Clues for Better Writing Competence*, (Yogyakarta: Andi Offset, 2006), p.1

<sup>6</sup> M. F. Patel, Praveen M. Jain, *English Language Teaching (Methods, Tools, Techniques)*, (Jaipur: Sunrise Publisher & Distributors, 2008), p.125

<sup>7</sup> H. Douglas Brown, *Teaching by Principle (An Interactive Approach to Language Pedagogy*, 2<sup>nd</sup> Edition, (California: Longman, 2001), p. 335

in written form”.<sup>8</sup> As stated above, it means that writing is a difficult task to do because students need ability on how to write words correctly, how to put and arrange those words into sentence which are supposed to be meaningful according to grammatical rules.

In the English syllabus for eleventh grade of Senior High School, there are many texts that should be learned, one of them is procedure text. Procedure text is kind of instructional text which is telling a step how to make food, drink or something. Richard says that procedure text is to show how processes or events are accomplished – how something is done.<sup>9</sup> For example in giving instructions to make something, in games rules, in recipes, manual steps, directions of destination.<sup>10</sup> Therefore, procedure text explains the process of something from the beginning until the ending.

Based on the preliminary research on January 22<sup>nd</sup> 2019, the writer gained some data taken from the English teacher of the eleventh grade of SMKN 5 Bandar Lampung, Aslinawati. She said that the student’s problems in writing were: the students found difficulties to express their idea in written form, student’s vocabulary is still low, they hardly understand English well and they do not use English in their daily activity and just learn at school. They often make mistakes in their grammar and also in using the appropriate words. Because of

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<sup>8</sup> Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University Press, 1983), p.3

<sup>9</sup> Jack C. Richard, *Second Language Writing*, (New York: Cambridge University Press, 2003), p.20

<sup>10</sup> Berverly Derewianka, *Exploring How Text Work*, (Australia: Primary English Teaching Association, 2004), p.23-27

that problem, their score of writing ability is still low.<sup>11</sup> It can be seen from the Table I.

**Table I**  
**Student's Score of Writing at the Eleventh Grade of SMKN 5**  
**Bandar Lampung in the Academic Year of 2018/2019**

| No           | Score     | Class     |           |           | Total     | Percentage |
|--------------|-----------|-----------|-----------|-----------|-----------|------------|
|              |           | XI A      | XI B      | XI C      |           |            |
| 1            | $\leq 70$ | 19        | 21        | 16        | <b>56</b> | 65,8%      |
| 2            | $\geq 70$ | 11        | 10        | 8         | <b>29</b> | 34,1%      |
| <b>TOTAL</b> |           | <b>30</b> | <b>31</b> | <b>24</b> | <b>85</b> | 100%       |

*Source: The score from English teacher of SMKN 5 Bandar Lampung*

From the Table I, it can be seen that from 85 students of eleventh grade of SMKN 5 Bandar Lampung, there are 56 (65.8%) students got score under 70. There are 29 (34.1%) students got score above 70. Because the minimum achievement criteria of English subjects in eleventh grade of that school is 70. Therefore, almost students still facing difficulties in their study of English, particularly in writing procedure text.

Based on the interview that the already done to the students, the writer also found difficulties are faced by many students in learning writing procedure text. Students said they often find difficulties in expressing and generating their idea in form of written. They also couldn't arrange the procedure text in a good order. Other than that, students still lack of knowledge of vocabulary and grammar pattern. They also said that it was hard to find the mistake and error in their written work in fact the teacher can't pay attention or check to every student. Some students also won't ask the question even when they don't understand the

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<sup>11</sup> Aslinawati, *Interview to Teacher*, January 22<sup>nd</sup>, SMKN 5 Bandar Lampung, 2019, (Unpublished)

materials.<sup>12</sup> Consequently, they feel unmotivated in learning English especially writing procedure text.

Based on the preliminary research, it was found that the teacher at SMKN 5 Bandar Lampung used Self Correction as a technique to teach English especially on writing skill. The writer also found the cause of the problem such as the students writing procedure text ability still low. The students did not know whether their writing was right or not and the students were shy to ask the teacher when they found difficulties in writing. It happened because the teacher didn't use effective technique to teach writing especially procedure text so they couldn't improve their writing procedure text ability. Therefore, to overcome those problems the teacher should use various effective techniques for student's writing ability especially in procedure text by using Pair Check Technique.

Pair Check Technique is a type of cooperative learning. Pair Check Technique is good and well to use because in this technique the student aren't demanded to learn by themselves to solve the problem. This technique could increase student social skill because they have to work-together with their chair-mate to understanding the materials. Kagan adds "by doing pair check, learners may need some practices in thinking loud. Thinking aloud helps to make our thoughts more conscious. It also enables others to learn not just from our answer, but also from the process by which we arrive to those answers".<sup>13</sup> Besides that, pair check technique can improve cooperation among students, to make peer tutoring, to increase understanding of the concepts and processes of learning, train

<sup>12</sup> *Ibid*, Interview to Students, January 22<sup>nd</sup>, SMKN 5 Bandar Lampung, 2019. (Unpublished)

<sup>13</sup> Jacob, G.M, Gan S. L. and Ball. J, *Learning Cooperative Learning Via Cooperative Learning*, (Kagan Cooperative Learning, 1995), p. 105

student to communicate well with friends. Therefore, pair check may be a good technique to improve student's writing ability.

Beside the reason above, the others consideration why Pair Check Technique will apply on SMKN 5 Bandar Lampung are because many students found it is hard to convey their ideas in English written form. They think it's difficult to write something which can be understood by the readers. Pair check will help them to avoid or at least decrease their incorrect writing. Also, by working with such technique, the students will be able to make themselves feel assimilate and could overcome the feeling of failure in learning process. Therefore, the use of pair check technique is believed to make students are able to make connection with the other students so that they can overcome emotional feelings of discrimination each other.

There were several previous studies that relevant to this research as conducted by Nirmala from State University of Semarang on 2011 which discussed about The Effectiveness of Pair Check Activity to Improve Student's Skill on Writing Analytical Exposition. The result of the research can be concluded that pairs check activity is an effective technique to improve student's writing analytical exposition. Pairs check technique made the students to think aloud and deep because the students are forced to find the mistakes of their pair's written work. She concluded that there is a significant different between the students who were



taught by using pair check activity and those who were taught without pair check activity.<sup>14</sup>

In the previous research conducted by Nirmala, she used writing analytical exposition. Meanwhile, this research is going to focus on writing procedure text by using pair check technique. The reason why choosing writing procedure text because it is appropriate based on the materials in English Curriculum for Vocational High School at eleventh grade. In this research, pair check technique can help the teacher in correcting students writing and let the students practice their writing more. They can practice to check other's writing which can be suitable way to also enhance their reference to write.

In addition another previous research conducted by Nuryati from Bandar Lampung University on 2014, entitled *The Influence of the application of Pairs Check Technique (PCT) towards Students' Writing Ability*. She said that the application of using pairs check technique was more effective than traditional teaching to improve students' ability in writing. Her research also revealed by using pair check technique could make students be more active in the classroom. Pairs check also should be a consideration in teaching learning process. Absolutely, the application of pairs check technique gave an influence students' ability in writing.<sup>15</sup>

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<sup>14</sup> Nina Nirmala, *The Effectiveness of Pair Check Activity to improve student's skill on writing Analytical Exposition*, (A Journal of Language & Art Program Semarang State University, Semarang, 2011), p.5

<sup>15</sup> Siti Nuryati, *The Influence of the Application of Pairs Check Technique (PCT) towards Studennts' Writing Ability*, (International Conference on Education and Language (ICEL), Vol 2 (2), 2014), p. 426

The previous research conducted by Nuryati used pair check technique towards students writing ability. She used pair check to applied in writing ability while my research focuses on writing procedure text because it is too wide for the writer to focus on many kinds of writing.

Considering all the previous studies before, pair check technique expects to give good contribution in teaching writing particularly on procedure text. Based on those statements, the researcher conducted an experimental research entitled: "The Influence of Using Pair Check Technique towards Student's Writing Ability in Procedure Text at the Eleventh Grade of SMKN 5 Bandar Lampung in the Academic Year 2019/2020".

#### **B. Identification of the Problem**

Based on the background of the problem, the writer identified the problems of this research as follows:

1. The students faced difficulties in putting the ideas accordance with generic structures of procedure writing.
2. The students cannot arrange the procedure text in a good order.
3. The student cannot find the mistake in their own written work.
4. Teacher cannot pay attention to every student.

#### **C. Limitation of the Problem**

Based on the background and the identification of the problem above, the writer focused on the influence of pair check technique toward student's writing ability on procedure text especially about how to make food, how to make drink

and how to make manual instruction at the eleventh grade of SMKN 5 Bandar Lampung on multimedia major in the academic year 2019/2020.

#### **D. Formulation of the Problem**

Based on identification and limitation of the problem above, the problem that came up in this research formulated as follows: Is there any significant influence of pair check technique toward student's writing ability in procedure text at the eleventh grade of SMKN 5 Bandar Lampung in the academic year 2019/2020?

#### **E. Objective of the Research**

Based on the formulation of the problem, the objective of the research was to know whether there is significant influence of pair check technique toward student's procedure text on writing ability at the eleventh grade of SMKN 5 Bandar Lampung in academic year 2019/2020 or not.

#### **F. Significance of the Research**

##### **1. Theoretically**

For the theoretical contribution, the results of this research are expected to support the previous theories about the influence of pair check technique toward student's writing procedure text.

##### **2. Practically**

For practical contribution, the results of this research are expected that:

a. For the teacher

The teacher will get valuable information about an alternative technique to be used to improve students' writing ability, especially using pair check as one way for teaching procedure text.

b. For the students

By using pair check technique, the students will know their strengths and weaknesses in writing and will encourage them to improve their writing ability.

## **G. Scope of the Research**

### **1. Subject of the Research**

The subject of the research was the students at the eleventh grade of SMKN 5 Bandar Lampung.

### **2. Object of the Research**

The object of the research was the use of pair check technique and students' writing ability in procedure text.

### **3. Place of the Research**

The research was conducted at SMKN 5 Bandar Lampung.

### **4. Time of the Research**

The research was conducted at the first semester in the academic year of the 2019/2020.



## CHAPTER II REVIEW OF RELATED LITERATURE

### A. Concept of Writing

#### 1. Definition of Writing

Writing is a way of expressing thoughts in order to make the readers understand the message or information the writers convey in written form. According to Nunan, writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people.<sup>1</sup> Besides that, Gaith stated that writing is a complex process that allows writers to explore thought and ideas, and make them visible and concrete.<sup>2</sup> It means that writing is one of language skill to express the ideas, thoughts, feelings or thinking in written form which can be a tool to communicate with other people in written form.

According to Harmer, “writing (as one of the four skills of listening, speaking, reading and writing) has always formed part of the syllabus and teaching English”.<sup>3</sup> So we can said that writing is one the language skill which taking important role in learning English and also becoming one skill that used to measure student’s achievement of English in the school.

Considering all the complexities of writing skill that were faced by students, learning writing can be said as the most difficult subject among other skill subject

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<sup>1</sup> Nunan D, *Practical Engslih Language Teaching*, (USA: McGraw-Hill Company, 2003), p.88

<sup>2</sup> Ghazi Ghaith, *The Nature of the Writing Process*, 2002, Online at [nadabs.tripod.com/ghaith-writing.html](http://nadabs.tripod.com/ghaith-writing.html) (accessed on January 24<sup>th</sup> 2019)

<sup>3</sup> Jeremy Harmer, *How To Teaching English*, (New England: Longman, 2004), p.39

in English. Richard and Renandya stated that writing is the most difficult skill for second language learners to be mastered. The difficulty lies not only in generating and organizing idea, but also in translating these ideas.<sup>4</sup> It means that writing is considered as difficult skill among the other skills in English. It is not surprisingly that many students were grumbling and complaining whenever they were given instructions to write by their teacher. They were confused in expressing and reshaping their ideas so they just cheated to their friends. Therefore, despite taught by the teacher, students have to practice writing by themselves as much as possible in order to produce a good written text.

In summary, writing is important, difficult and complex skill in English. Writing is difficult because it needs to explore the writer ideas, feeling and thought. Writing is also complex because it allowed students to follow the process of writing. Start from produce the idea, drafting the idea and then generating the idea also organizing and revising the finals result.

## 2. The Purpose of Writing

Writing is not only put a pen on the paper but writing has purpose here. According to Penny Ur “the purpose of writing, in principle, is the expression of ideas, the conveying of messages to the reader. So the ideas themselves should arguably be seen as the most important aspect in the writing”.<sup>5</sup> It means that the writers need to consider the purpose of writing because it will affect many aspect

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<sup>4</sup> Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), p.303

<sup>5</sup> Penny Ur, *A Course in Language Teaching: Practice and Theory*, (London: Cambridge University Press, 1996), p.163

of writing which are types of text students are going to write, the language they use and the information they are going to serve.

Miller said some purpose of writing which are writing to inform, to explain, to persuade, to amuse and to inspire the others.<sup>6</sup>

a. Writing to inform

In much of writing, it will intend simply to inform the reader about an issue.

To inform also means to convey necessary information about an issue to the readers, and usually this also means telling the readers what the facts are or what happened.<sup>7</sup>

b. Writing to explain

Writing to explain means to make something unclear and make it clear.

c. Writing to persuade

It can be assumed that writing to persuade others has an aim which is the need to change someone's mind. For example, you will use persuasion to get someone to do something you want for yourself, to get benefit for others, or to solve the problems. So it can be said that persuasion is very important things in human being's life.

d. Writing to inspire the others

Writing to inspire other means being able to enhance the human spirit by reminding people of what is most important in life and what it is possible to

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<sup>6</sup> Robert Keith Miller, *Motives for Writing 5<sup>th</sup> ed*, (New York: The McGraw-Hill Comp, 2006), p.47

<sup>7</sup> *Ibid.*, p.97

achieve. Fulfilling this motive of writing involves drawing on widely held values and evoking feelings that need to be reinforced.<sup>8</sup>

e. Writing to amuse

Writing to amuse gives an opportunity to bring pleasure to the others. Seize the opportunity and make the most of it. When write to amuse, your primary object is to make readers enjoy themselves. You can be funny, but you should also be good humored. This means having sympathy for human frailty rather than a contempt for anyone or anything that seems different from what you are accustomed to.<sup>9</sup>

Based on the statement above, the writer concludes that writing has purpose that is the writer wants to convey to the readers. Miller has the opinion that purpose of writing is including to understand experience, to inform, to explain, to persuade, to inspire others and to amuse the readers.

### 3. Types of Writing

Types of writing activities to perform writing should be based on students' level and capacity. According to Brown, there are five major categories of classroom writing performance:

a. Imitative, or writing down

This type is at the beginning level of learning to write. Students will simply write down English letter, words, and possibly sentences in order to learn the conventions of the orthographic code.

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<sup>8</sup> *Ibid.*, p.521

<sup>9</sup> *Ibid.*, p.569



b. Intensive, or controlled

This intensive writing typically appears in controlled, written grammar exercises. This type of writing does not allow much creativity on the part of the writer. A controlled writing is to present in which the students have to alter a given structure throughout.

c. Self-writing

The most salient instance of this category in classroom is note-taking by the students. Diary or journal writing also falls into this category.

d. Display writing

For all language students, short answer exercises, essay examinations and research reports will involve an element of display. One of the academic skills that's students need to master is a whole array of display writing techniques.

e. Real Writing

Some classroom writing aims at the genuine communication of messages to an audience in need of those messages.<sup>10</sup>

In short, teaching of writing skill should be well constructed. Those types of writing activities that applied in teaching writing are based on the students' level and capacity. Also, the writing practices, including writing paragraphs or simple essays should be based on the standards of competence and the basic competencies. Here, the researcher used display writing because it contains essay examinations which related to students writing work on procedure text.

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<sup>10</sup> H. Douglas Brown, *Teaching by Principle An Interactive approach to Language Pedagogy, Second Edition*, (London: Longman, Inc, 1994), p.397-398

## B. Concept of Writing Ability

Writing ability is usually thought to be the most difficult skill to be acquired and should only be taught after learned the other skills, producing a coherent, fluent, extended piece of writing is probably the most difficult thing there is to do in language.<sup>11</sup>

Writing described as a difficult skill because there are some aspects that should contained on the written work as Raimes who says, “Writing also reinforces grammatical structures, idioms and vocabulary.”<sup>12</sup> It indicates that to produce good written work, the students should pay attention in their writing ability

Another perception comes from Weigle that describe writing ability by stated:

Defining the skill that we want to test is a critical starting point in designing a test, as we shall see, the definition of writing ability for a particular context will depend in large measure in the specific group of second-language writers and the type of writing that these writer are likely to engage in.<sup>13</sup>

Refers to explanations above, it can be said that writing ability can be used as a measure of student's writing ability in producing kind of text in writing itself. In this case, there are some explanations about aspects or indicators that used to measure the student's written work. First, Brown shows there are six general categories that are often the basis for the evaluation of students writing, they are

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<sup>11</sup> Javad Javadi, *A Study on the Relationship between Iranian EFL Learners' Belief and their Writing Ability*, International Journal of Applied Linguistic and English Literature, Vol. 1 No. 4, September 2012, p. 2 accessed on Thursday 21<sup>st</sup> 2019, <http://journals.aiac.org.au/index.php/IJALEL/article/view/764>

<sup>12</sup> Ann Raimes, *Technique and Teaching Writing*, (New York: Oxford University Press, 1987), p. 3

<sup>13</sup> Sara Cushing Weigle, *Assesing Writing*, (New York: Cambridge University Press, 2002), p.14

content 0-24, organization 0-20, discourse 0-20, syntax 0-12, vocabulary 0-12 and mechanics 0-12.<sup>14</sup>

Second, Heaton mention that writing covers a number of knowledge and skills. They are as follows: (a) Language use: the ability to write correct and appropriate sentences; (b) Mechanical skills: the ability to use punctuation and spelling correctly; (c) Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information; (d) Stylistic skills: the ability to manipulate sentences and paragraphs and use the language effectively; (d) Judgments skills: the ability to write in an appropriate manner for a particular purpose.<sup>15</sup>

Third, Tribble said that there are five major categories for the evaluation of a piece written work. They are: Task Fulfillment/Content, Organization, Vocabulary, Language and Mechanics.<sup>16</sup>

Based on several explanations above, in case to know students writing ability, the teacher should make a selection what kind of indicators and aspects that will be used to measure and evaluate student's writing ability. Here, the researcher prefers to use Tribble scale assessment to measure student writing work.

### C. Concept of Writing Process

Writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that

<sup>14</sup> H Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedadogy (2<sup>nd</sup> Ed)*, (Califronia: Pearson ESL, 2000), p. 357

<sup>15</sup> J.B. Heaton, *Writing English Language Test*, (Cambridge: Cambridge University Press, 1975, p. 135

<sup>16</sup> Christopher Tribble, *Language Teaching Writing*, (Oxford: Oxford University Press, 1996), p.130

is polished and comprehensible to readers.<sup>17</sup> Furthermore, Oshima stated that writing is never one step action: it is a process that has several steps.<sup>18</sup> It means that writing is not instantly activity. It contains a process to exploring and reshaping the ideas so that it can be clearly understand by the readers.

Harmer stated that writing process is seen as consisting of four elements as follow:

a. Planning or Pre-Writing

Planning is any activity in the classroom that encourages students to write. This is the first step in writing that students have to do before they write a text. There are certain activities which provided the learning experiences for students at this stage, such as group brainstorming, clustering, rapid free writing and WH-questions to generate ideas for the students before they write a text. In conclusion, students should decide the topic that they want to write or if they assigned one, the topic should be focused on something that interesting to us.

b. Drafting

After getting some ideas, drafting is begun. In drafting, the students need to arrange their writing. It can be done by using native language first and later translate into English or directly write in English with some problems may face. Students often share their drafting result to their friend or teacher to get feedback about their writing. In this stage, spelling rules for the written text

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<sup>17</sup> Caroline Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hill, 2006), p.98

<sup>18</sup> Alice Oshima, *Introduction Academic Writing*, 3<sup>rd</sup> Edition, (New York, Addison Wesley Longman, 1997), p. 15

are ignored. The students need to focus on the development of ideas and the organization of those ideas more than the development of perfect grammar, punctuation or spelling. The students primarily try to create the content.

c. Editing (Reflecting & Revising)

The process editing means students learn from some feedback they got to improve their writing. This stage consists of the students' review of the written draft, sharing the draft with friends or teachers in the classroom, and rearranging the content according to feedback. In this stage, the students might expand the text with new ideas or remove the unnecessary parts. Revising is a difficult stage for students.

d. Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version.<sup>19</sup>

These explanations above shows that there are 4 steps in writing process that should be done if someone wants to write clearly start from planning or pre-writing, drafting then editing and the last final version. The writing process provides the students a series of planned learning experience to help them understand the nature of writing at every point. Therefore, the process of writing is important to create a better writing and it can increase the writer's positive attitudes toward writing.

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<sup>19</sup> Jeremy Harmer, *How to Teach Writing*, (New York: Longman, 2009), p.4

#### D. Concept of Teaching Writing

Teaching is a process of transferring knowledge from teacher to the students. Brown said that the teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.<sup>20</sup> Grasha also said that teaching is an activity where one person tries to facilitate in another person an appreciation of the complexities involved with in area of study.<sup>21</sup> So, teaching is a process of guiding and facilitating the learners to gain knowledge in field of the education. Yet, teacher also has to use their imagination, experience and intuition in choosing appropriate content and the most effective method/technique/strategy in order to make students interest to learn and more actively in classroom activities.

Teaching writing is a combination of some activities which is students here are being taught how they express their ideas or imagination in the written form. Harmer stated that “spoken language, for a child, is acquired naturally as a result of being exposed to it, whereas the ability to write has consciously learned.”<sup>22</sup>

In correlation to teaching writing, Harmer point out that there are some important consideration that needs to be concerned in such as sentence organization, paragraph arrangement, and coherence. Teaching writing requires the elements of writing including grammar, sentence organization, vocabulary, and mechanics.<sup>23</sup> Those statements mean that in teaching writing, teacher should not only focus to teach their student to write a sentence but also expressing their

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<sup>20</sup> H. Douglas Brown, *Principle of Language Learning and Teaching*, 4<sup>th</sup> Edition, (California: Addison Wesley Longman, 2000), p.7

<sup>21</sup> Anthony Grasha, *Teaching with Style*, (United State of America: Alliance Publishers, 2002), p. 113

<sup>22</sup> Jeremy Harmer, *How To Teaching English*, (New England: Longman, 2004), p. 3

<sup>23</sup> *Ibid.*, p. 40



idea into written form. Then, the teacher also needs to give suitable guidance in order to make students be able to organize their ideas in written form properly.

## **E. Concept of Text**

### **1. Definition of Text**

A text is a meaningful linguistic unit in a context it is both spoken text and written text.<sup>24</sup> It means that a text is a branch of meaningful linguistic which studies to any meaningful spoken or written. In addition, Anderson said that texts are pieces of spoken or written language created for a particular purpose.<sup>25</sup> It means, when we write or we speak, we create texts. When we listen, read or view texts we interpret them for meaning. Several definitions above described that a text is a combination of the sentences whether spoken or written that has meaning. It is generally sentences that combine together and become a text and has a particular purpose.

### **2. Types of Text**

A piece of text is created when these words are put together to communicate a meaning. Gerot and Wignel classified the kinds of text into thirteen types, they are:

1. Narrative: to amuse, entertain and to deal with actual or various experience in different ways.

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<sup>24</sup> Sanggah Siahaan & Krisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.1

<sup>25</sup> Mark Anderson & Kathy Anderson, *Text Types in English 3*, (South Yarra: Mcmillan Education Ltd, 1998), p. 28

2. News Story/Items: factual text which inform the reader events of the day which are considered newsworthy or important.
3. Anecdote: to share with others an account of an unusual or amusing incident.
4. Recount: to retell an event for the purpose of informing or entertaining.
5. Spoof: to retell an event with humorous twist.
6. Procedure: to explain how something is accomplished through a sequence of actions or steps.
7. Explanation: to explain the process involved in the formation or working of natural or socio-cultural phenomena.
8. Report: to explain the way things are, with reference to arrange or natural, handmade and social phenomena in our environment.
9. Description: to describe a particular person, place or thing. The purpose of descriptive text to describe people, place or something in specific.
10. Analytical exposition: to persuade the readers or listeners that something is the case.
11. Hortatory exposition: to persuade the readers or listener that something should or should not be the case.
12. Discussion: to present (at least) two points of view about an issues.
13. Review: to critique an art work or event for a public audience.<sup>26</sup>

Based on those explanations above, it can be concludes that there are many kinds of text. Those kinds of text should be mastered by the students' in writing

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<sup>26</sup> Linda Gerot, Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: GerdStabler, 1994), p. 1192-220.

for increasing students' writing ability. In this research, the only focused on procedure text as the form of writing that already investigated because this kind of writing form is concluded as the material that should be learned by the students on eleventh grade.

## **F. Concept of Procedure Text**

### **1. Definition of Procedure Text**

Procedure text is a text that used to explain how to make something by using sequence of steps or method. Bachtiar in Susanti, Antoni & Kasyulita said that procedure text tells how to make something through a sequence of actions or steps. It usually uses imperative sentences such as cut, place, use, etc. The purpose of procedural text is to provide sequenced information or directions so that people can successfully perform activities in safe, efficient and appropriate ways.<sup>27</sup>

Based on the Professional Development Service for Teacher states that procedure text is written text to explain how something is done, in a series of sequenced steps. They are organized by goal, material, method and evaluation. Features of procedural writing include: detailed factual description, reader referred to in a general way, linking words to do with time, tense is timeless.<sup>28</sup>

Furthermore, Anderson & Anderson said that procedure text is an instructional text that describes how to make something or how something done by step or phase. They mention in their book that procedure text is a piece of text

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<sup>27</sup> Elva Susanti, Rivi Antoni, Evi Kasyulita, *A Study on the Students' Writing Skill in Procedure Text*, (Jurnal Ilmiah Mahasiswa FKIP Prodi Bahasa Inggris Vol I (I), 2015), p. 5

<sup>28</sup> Professional Development Service for Teacher, 2013 available on <http://www.pdst.com>

which tells the readers or listeners how to do something. Its purpose is to provide instructions for making something, doing something or getting somewhere.<sup>29</sup>

To sum up several explanations above, it can be conclude that procedure text is a piece of text type to explain how something can be done through a sequence of actions or steps. In addition, it uses detail information about the materials and commands which guides readers to complete the steps. This kind of text can also be said as directions, instructions, and manuals.

## 2. Generic Structure of Procedure Text

Like another genre, in procedure text the students learn about social function, generic structure, and language features. Every genre has its own generic structures. In general, procedure texts are arranged by three main parts, Aim or goal of procedure, List of material which needed to complete the procedure, and sequence of steps or phase in correct order.

### a. An introductory statement

It gives the *aim or goal*. This step can be the title of the text or on introductory paragraph.

### b. A list of the materials needed

It usually contains form in kinds of list, though sometimes it also forms in paragraph. This part also needed to complete procedure. This step may be left out or omitted in some procedures text.

### c. A sequence of steps

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<sup>29</sup> Mark Anderson & Kathy Anderson, *Op., Cit*, p.28

This is the last part of procedure text that needs to be done to complete the task. It is usually shown on numbers like (1,2,3...) or using a words like first, second, third, and so on. The words such as now, next, and after this can be used as well. Usually the steps begin with a command such as add, stir, or push.<sup>30</sup>

To sum up the explanation above, it can be concluded that there are three main parts of generic structure of procedure text. Though, there is a possibility that the structure above is not found in some types of procedure text. For example, in procedure text that tells the readers directions how to get the certain place, there is no materials needed. Procedure text of how to operate something, the list of materials needed is not included sometimes.

### 3. Language Feature of Procedure Text

The last aspect of procedure text is language features. It is very important in making procedure text. According to Anderson, procedure text usually includes the following language features:

- Sentences begun with action verb (*imperative sentence*). e.g., *pour hot water into the cup.*
- Sequence words or temporal conjunctions (e.g., firstly, next, then) and numbers (123...) that show the order for carrying out the procedure.
- Adverbs of manner to describe how the action should be performed. e.g., quickly, firmly, slowly.

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<sup>30</sup> Mark Anderson & Kathy Anderson, *Op., Cit*, p. 31

- Precise term and technical language. e.g., ml, grams, a spoon of...<sup>31</sup>

In addition, there are some linguistic features of a procedure text which include: the use of technical language; sentences that begin with verbs and are stated as commands; the use of time words or numbers that tell the order for doing the procedure; the use of adverbs to tell how the action should be done.<sup>32</sup>

To arrange a good procedure text, students need the common text organization that should be applied in writing procedure text. Derewianka mentioned the text organization of a procedure text as follows:<sup>33</sup>

- The focus of instructional texts is on a sequence of actions
- The structure is easily recognized
- Each stage serves a particular function
- The text may also include comments on the usefulness, significance, danger, fun, etc.
- Headings, subheadings, numbers, diagrams, photos are often utilized to make instructions as clear and easy to understand as possible.

#### 4. Example of Procedure Text

##### How to Make Instant Noodle

**Goal : Cooking Instant Noodles**

**Materials/Ingredients:**

One packet instant noodles

500 cm3 water

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<sup>31</sup> *Ibid.*, p.28

<sup>32</sup> Mark Anderson & Kathy Anderson, *Op. Cit*, 28

<sup>33</sup> Beverly Derewianka, *Exploring How Text Work*, (Australia: Primary English Teaching Association, 2004), p.27



One small pot

1 pair of chopsticks or fork

1 medium-sized bowl

### **Steps:**

First, boil the water in the pot. Second, open the packet of instant noodles and remove the sauce packet. Third, pour the noodles into the boiling water, making sure that the plastic packet does not touch the water.

Then, open the sauce packet and pour its contents into the boiling water with the noodles. Next, use the chopsticks or fork to gently stir the mixture. Allow the mixture to boil for one minute and then, carefully pour the soup and noodles into the bowl. Wait three minutes for the dish to cool. Finally, enjoy your delicious noodle soup.<sup>34</sup>

Thus from an example above, students know how to write procedure text. First, they must write a goal. Second, they write a list of materials that will be needed for completing the procedure, such as kind of ingredients and utensils. And the last, they need steps to achieve the goal with the purpose: to tell the making process of a cooking instant noodle to the readers.

## **G. Concept of Pair Check Technique**

### **1. Definition of Pair Check Technique**

Pair check is one of technique which developed based on cooperative learning principle. Pair Check is technique of type the paired group learning popularized

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<sup>34</sup> George M. Jacobs and Seah-TayHui Yong, *Using Cooperative Learning To Teach Via Text Types*, Vol. 2, No. 4, 2004

by Kagan in 1993. He described pair check where the students work in pairs within group of four. Within pairs students alternate, one solves a problem while the other coaches.<sup>35</sup> Eggen and Kauchak also stated that pair check technique is one group work that involves students work in pair to solve the problem learning.<sup>36</sup> Meanwhile, Stenlev said that pair check is a technique which students alternately solve a task while thinking aloud, and the partner listens in and approve the task when it has been satisfactorily solved, after which they exchange roles for the next task.<sup>37</sup> The researcher concluded that pair check is a technique where the students are worked in pairs to solve the problem as a partner and a coach.

Pair check helps students in increasing their social responsibility, cooperation and critical thinking. In cooperative learning such as pair checks, the students are divided into some groups and each group consists of two people. To each group students will have a problem. They must try to resolve the problem then the results of their group discussion will be checked by a couple of other groups. Because it consists of only two people, the couple will learn to be more active in solving problems and can give new knowledge.<sup>38</sup> Furthermore this technique implements cooperative learning demanding in dependence and the ability of students in solving problems. This technique also trains student's social

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<sup>35</sup> Spencer Kagan, *The Structural Approach to Cooperative Learning*, 1990, p. 14

<sup>36</sup> Paul Eggen & Don Kauchak, *Strategies and Models for Teacher: Teaching Content and Thinking Skills*, 6<sup>th</sup> Edition, (Boston: Pearson Education, Inc, 2012), p. 136

<sup>37</sup> Jette Stenlev, *Cooperative learning in foreign language teaching*, 2003 available on <http://jele.or.id> (Accessed on February 17<sup>th</sup> 2019), p. 40

<sup>38</sup> Sasmita & Wawan, *Model-Model Pembelajaran Alternatif*, (Bandung: UPI, 2008), p. 18

responsibility, cooperation, and the ability to give an assessment.<sup>39</sup> In conclusion, pair checks is one way to help students who are passive in group activities could be involved in so that they can do the same work in pairs and pairs get checking arrangement.

Pairs check is a model group work that involves the students work in pair to solve the problems learning. This kind of learning could improve student's group work and responsibility because one to another student should be independent. Harmer stated that working together is worthwhile as "Pair and group work immediately increase the amount of students talking time".<sup>40</sup> Students often shy to exploring their mind and raising their idea. Pair check could be one way to exploring their mind, because many of students are confident when they discuss with their friend. Then solution of the problem will more possibly found because they work as a team to solve the problems. Their talking time also increased because they are forced to talk and to show their ideas. So, pair check could be an effective way to increasing their social working time.

Wiesendanger in Sari also says that pair check technique can also be effectively implemented in writing.<sup>41</sup> It can be assumed that the use of pair check technique in teaching writing could give benefits to the students.

To summarize all explanation above, the researcher concluded that pair check is a cooperative learning which allowed students to work in pair. The group

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<sup>39</sup> Miftahul Huda, *Model-Model Pengajaran dan Pembelajaran*, (Yogyakarta: Pustaka Pelajar, 2013), p. 211

<sup>40</sup> Jeremy Harmer, *The practice of English language*, (London: Longman, 1991), p. 256

<sup>41</sup> Nurhidayah Sari, *The Effect of Pair Check Technique and Prior Knowledge on Students' Writing Skill*, (Journal of English Language and Education, Vol I (1), 2016), p. 47 available on <http://jele.or.id> (Accessed on February 17<sup>th</sup> 2019)

consists of two members on it. Every group given with problems and each group should solve the problem with their partner. This technique can emphasize dependence and the ability of students in solving problems. This technique also enhances student's social responsibility, cooperation, and the ability to give an assessment.

## 2. Procedure of Using Pair Check Technique

Shoimin explains the steps of the pair check technique is as follows.

- a. Teacher explains the concept.
- b. Teacher divided students into group of four.
- c. Teacher asks each student to pair up with another student.
- d. Each pair will have a student A and student B.
- e. Give each pairs a set of problems/topics.
- f. In pairs, students A will do the first problem explaining steps to student B, while student B gets as a coach. A coach responsible in checking the students' written work and then provides feedback on the other's person solution and the explanation behind them while a partner watches and listens to it. When the pair agrees on the solution, student B will give gift for the student A.
- g. Next, student B does the next problem, explaining the steps, while student A acts as a coach. When they agree on the solution, students A and B will do hand-shake.
- h. After finishing the first two problems, teacher asks the students to pair up with another pair of students in the same group.

- i. Team celebrates when they agree on both problems. When teams disagree they ask to the teacher.
- j. Teacher and students discussing the answer or solution together.<sup>42</sup>

In addition based on Jacob in Nirmala, the procedures of pair check include the following activities:

### **Step 1. Listing Problem**

The class discusses practical problems which may arise.

### **Step 2. Grouping and Pairing**

The class is divided into groups of four, and each foursome develops their own special group handshake. Each group then is subdivided into pairs.

### **Step 3. Pair Check**

- 1) One member of each pair develops and writes down solution for the first problem on the list, thinking aloud as he or she does it.
- 2) The other member of the pair listens and watches, and then provides feedback on the other's person solution and the explanation behind them.
- 3) The observer praises the writer for good ideas and the thinking behind them.
- 4) Next, the two members of each pair reverse roles for the second problem.

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<sup>42</sup> Aris Shoimin, *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*, (Yogyakarta: Ar-Ruzz Media, 2014), p.119-120

5) When both pairs have completed the first two problems, they check their answer for each other. If they agree that each pair has developed sensible solutions with valid explanations (there may not be one correct answer), they give each other their special group handshake and then go back to work on #3 and #4 in the same manner. If one pair finishes early, they can practice the collaborative skills of waiting patiently, while the other pair practice the skill of trying not to keep others waiting.

#### **Step 4. Reporting to the whole class**

Group reports to the whole of class on their work.<sup>43</sup>

Based on two procedures of pair check above, it can be concludes that pairs check is technique of learning by using pair group work. It uses a pair check activity to solve the problem related to writing.

### **3. Advantages of Pair Check Technique**

Shoimin stated that pair check has advantages as follows:

- 1) Pair check can add a sense of security to one's ability to actual do the problems.
- 2) Students have an opportunity to discuss their thinking process.
- 3) Train students to give and receive feedback from their partners appropriately and effectively

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<sup>43</sup> Nirna Nirmala, *The Effectiveness of Pair Checks Activity to Improve The Student's Skill in Writing Analytical Exposition*, (A Thesis of Language & Art Program Semarang State University, Semarang, 2011) , p. 21-22



- 4) Students being more open to constructive criticism or suggestions from their partner or coach in the group. That is when they check each other's work in groups.
- 5) Provide opportunities for students to guide others (coach).<sup>44</sup>

Based on some advantages by using pair check on writing procedure text, it can be said that by using pair check technique, students can get many opportunities to learn writing as well.

#### 4. Disadvantages of Pair Check Technique

The disadvantages of pair check based on Shoimin can be listed as follows:

- 1) Takes a really adequate time,
- 2) Requires students' skills to be their coach, when in reality every partner is not a student with better learning skills. So, sometimes the coach function does not work properly.<sup>45</sup>

It can be said that pair check as consuming time technique in the class, and most students may not easy to accept the comments that is given by their pairs, also the teacher might be difficulties to hand over the whole process of pair check in the class.

#### H. Procedure of Teaching Writing Procedure Text by Using Pair Check Technique

The researcher used two procedures based on two experts. The first procedure of pair check technique was based on Shoimin and the second procedure was

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<sup>44</sup>Aris Shoimin, *Op. Cit.*, p.121

<sup>45</sup>*Ibid.*, p. 122

based on Jacob. Then the researcher modified the procedures by using the theory of both experts. The researcher constructed the procedure of pair check to teach writing particularly procedure text, they were:

**Pre-Writing**, pair check here defined as a teaching and learning activity. Then, explaining about procedure text to the students so they have basic information about it. The explanation included the definition, purpose, generic structure and grammatical feature of procedure text. After giving the explanation, the researcher began giving them an example of procedure text.

**Grouping and Pairing**, the students grouped into 4 and each group have 2 pairs. Each pair consisted of two people and called as a coach and partner. A coach responsible in checking the students' written work and then provided feedback on the other's person solution and the explanation behind them while a partner watched and listened to it. Each member of the students assigned to write procedure text start from introductory statement, list materials needed and sequence of steps. The teacher arranged the seating in group before. After that, the teacher gave the same topic to be discussed by students in pair check activity.

**Writing**, after giving the students some topics about procedure text, the students should decide which topic they chose. There were three topics on writing procedure text. After deciding the topic they like most, the students started to make their own text.

**Pairs Checking**, after the students finished their written work, they can start doing pair check activity. Firstly, asked the students to exchange their composition with other pair. Then, they have to check their friend's work. They

can share and discuss their written work together because here is an activity peer tutoring. The students tried to check the spelling, grammar, punctuation, etc. When the students write and check the work indicated that their grammar will improve, their vocabulary also improved when the students write text. Check the answer will improve the aspects of mechanics because checking the mistake in written work. Compare their task with another students also make the students be able to share their ideas. The teacher's role here were controlling and providing support both in terms of language and how to make pair check being more effective to do. Then, asked them to give a mark on words, phrases or sentences which difficult to understand and have any mistake. After giving mark, they wrote their correction under the marks. Next, after finishing pair check activity, asks them to return the composition to their owner. Then, the students have to re-write their final draft better than before. They may consider using other's pair correction or not. So, at the end of pair check activity, a discussion among students and teacher should help improving the quality of students' feedback, which will make pair check more effective to all students

## **I. Self-Correction Technique**

### **1. Definition of Self-Correction Technique**

Self-correction is when the learners evaluate their own mistakes. Dan and Feng said that Self-Correction is when students evaluate their mistake.<sup>46</sup> In addition, Andrade and Du stated Self-correction is a process in which the students

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<sup>46</sup> Xiao Dan & Qiu Feng, *Effectiveness of the Error Correction Strategies in Improving Senior High Students' English Writing in China*, (US-China Foreign Language, Volume 13 (3), 2015), p.192 available on [www.davidpublisher.com](http://www.davidpublisher.com) (Accessed on January 26<sup>th</sup> 2019)

reflect on and evaluate the quality of their work and their learning, judge the degree to which they reflect explicitly stated goals or criteria, identify strengths and weaknesses in their work and revise accordingly.<sup>47</sup> Those mean that self-correction technique requires students to be independent because they have to find their own mistakes and then correct it by themselves. Self-correction here used as a way to improve student's writing ability. In summary, self-correction is technique to correct students' written work by themselves. Self-correction also helps students revise their work and students are trained to be aware of their errors and revise accordingly.

## 2. Procedure of Self Correction Technique

There are some steps of self-correction technique for teaching writing procedure text based on Iseni as follow:

- a. Choose the topic  
It deals with the topic that will described by students.
- b. Planning the topic and the steps.
- c. Starting to write.
- d. The students may identify themselves some mistakes.

In this step, the self-correction is used. This technique builds the students awareness based on some explanation that will be explained by the teacher and the students should realized what is the mistake contains in their writing.

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<sup>47</sup> H. Andrade & Y. Du, *Students' response to criteria-referenced self-assessment*, *Assessment and Evaluation in Higher Education*, available on <https://tandfonline.com/doi/pdf/10.1080/02602930600801928> (accessed on February 28<sup>th</sup>, 2019)

- e. Revise the draft.<sup>48</sup>

The conclusion is that self-correction technique helped the student develop their writing by checking the work by themselves.

### 3. Advantages of Self-Correction Technique

Self-correction is believed to instill in the learners feelings of self-efficiency and provide them with the opportunity to take a more active role in their own learning and also helps weak students away from dependency on the teacher for correction.<sup>49</sup> Rana & Perveen also said that the students will enjoy and work seriously in correcting their own written work.<sup>50</sup> Thus this technique will build the students as independent learner and comfortable to use it as part of writing class.

Based on the explanation above, it can concluded that self-correction technique have some advantages in teaching writing. The students will be independent students to find their own mistakes so they will serious to do it.

### 4. Disadvantages of Self-Correction Technique

According to Iseni, the disadvantages of Self-correction are:

1. It is difficult to be applied
2. Teachers do not accept the procedure of self-correction.<sup>51</sup>

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<sup>48</sup> Arburim Iseni, *Assessment, Testing and Correcting Students' Error and Mistake*, (Journal of Association for Anglo-American Studies, Volume I (3), 2011), p. 66 available on [www.researchgate.net](http://www.researchgate.net) (Accessed on January 26<sup>th</sup>, 2019)

<sup>49</sup> Abdul Majid Khan Rana and Uzma Perveen, *Motivating Students Through Self-Correction*, (Journal of Education Research International, Volume 2 (2), 2013), p. 194 available on [www.erint.savap.org.pk](http://www.erint.savap.org.pk) (Accessed on January 26<sup>th</sup> 2019)

<sup>50</sup> *Ibid.*, p.67

<sup>51</sup> *Ibid.*, p.194

Among the disadvantages of self-correction, the following may be mentioned:

- a. The students may not be able to self-correct and consequently become demotivated
- b. Students may under pressured or embarrassed
- c. Students may correct was already correct and do more harm than good
- d. It is potentially more time consuming.

#### **J. Procedure Teaching Writing Procedure Text Using Self-Correction Technique**

The researcher took the procedure of writing procedure text based on Iseni. Then, the researcher modified the procedure of self-correction to teach writing particularly procedure text, they were.

**Pre-Activity**, explaining the concept of procedure text to the students start from definition, purpose, grammatical feature and also example of procedure text. Then, explaining about self-correction and how to do self-correction because students need to know what they have to do. Students are allowed to identify the tenses and the feature which contain on procedure text.

**Main Activity**, The students asked to write procedure text consist of 70 - 100 words or more. The teacher asks the students to write procedure text by choosing three topics that was provided. The students are allowed to start planning the topics and the steps of writing procedure text. They could start writing. After finishing their writing process, the students are asked to correct their own writing by themselves. Here, the students should realized what is the mistake contains in their writing. They need to revise their writing by themselves in order to achieve



better writing. After revising process done, the students submitted their writing work and the teacher gave an assessment to their writing work.

**Closing Activity**, the teacher asked if students find difficulties to understand the materials given by the teacher. At the end of learning process, the teacher gave some feedback to the students and concluded the materials that have learned.

#### **K. Frame of Thinking**

English in Indonesia as a foreign language, there are four basic skills should be mastered by the students. They are listening, speaking, reading and writing. Many senior high school students are not able to write well. In fact, student's writing ability is still low. Even though, the students only ask to make such a procedure text, there are still many students who are able to make it. Most of students said that writing becomes the difficult skill to do because it contains of some components of the language that should be mastered such as spelling, grammar, punctuation and others.

In this case, the researcher was going to use pair check in teaching writing. Pair check is one of cooperative learning which allowed students to work in pair to solve the problem, which the problem here is writing procedure text. This kind of learning could improve student's group work and responsibility because one to another student should be independent. By checking their friends' written work, the students can learn social responsibility and also improve their ability to give assessment.

Pair check is assumed that it can give influence to the students' writing especially in procedure writing. Pair check is a way to help students who are

passive in group activities could be involved in so that they can do the same work in pairs and pairs get checking arrangement. By giving written and oral comment with the pairs, students will be helped to know their mistakes on writing and also know to solve their problem. Furthermore, in the next writing, the students are hoped to decrease their incorrect writing. So they can produce better writing than the previous one.

### **L. Hypothesis**

According to Arikunto, hypothesis is the theoretical temporary answer of the research problem until they are proved by empirical data.<sup>52</sup> Based on the theories and frame of thinking above, the writer proposes the hypotheses as follow:

$H_a$  : There is a significant influence of using pair check technique toward student's procedure text writing ability.

$H_0$  : There is no a significant influence of using pair check technique toward student's procedure text writing ability.

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<sup>52</sup> Suharmisi Arikunto, *Prosedur Penelitian, Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2006), p.71

## CHAPTER III RESEARCH METHODOLOGY

### A. Research Design

In this research, the researcher used experimental research design. According to Creswell, experimental research is a traditional approach to conduct quantitative research. In experimental research, you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable.<sup>1</sup>

It means that experimental design is a research design that is used to know whether independent variable influences dependent variable. The purpose of experimental research is to investigate causal correlation or influence between free variable with variable tied by comparing result of between experiment groups.

In experimental design the researcher used quasi experimental research design. Quasi experimental includes assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment<sup>2</sup>. Furthermore, the varieties of quasi experimental designs, which can be divided into two main categories, there are pretest and posttest, posttest only.<sup>3</sup> It means that in quasi experimental design do not have random assignment then quasi experimental divided into categories pretest and

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<sup>1</sup> John W. Creswell, *Educational Research : Planning, Conducting, and Evaluating Quantitative and Qualitative research*, (4<sup>th</sup> Ed), (Boston : Pearson Education, 2012), p. 295

<sup>2</sup> *Ibid.* p. 309

<sup>3</sup> *Ibid.* p. 310

posttest, posttest only. This design will be used because the students will not randomly assign to classes and it would disturb classroom learning process.

In this research, the researcher applied quasi-experimental pre-test post-text group design. The researcher assigned intact groups the experimental and control, administers a pre-test to both groups, conducts treatment activities with the experimental group only, and the administers a post-test to assess the differences between the two groups.<sup>4</sup> The research design can be illustrated as follows:

**Table 2**  
**Pretest and Posttest Design**

|                           |          |                        |          |
|---------------------------|----------|------------------------|----------|
| Select Control Group      | Pretest  | No Treatment           | Posttest |
| Select Experimental Group | Posttest | Experimental Treatment | Posttest |

The researcher deals with two classes, they were experimental class and control class. The experimental class employed by using pair check technique and the control class by using self-correction technique.

## **B. Variable of the Research**

Variable is a characteristic or attribute of fan individual or an organization that a writer can measure or observe and varies among individuals or organization study.<sup>5</sup> There are two types of variables: they are independent variable (X) and dependent variable (Y). An independent variable is presumed to affect (at least partly cause) or somehow influence at least one other variable. Meanwhile, the

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<sup>4</sup> *Ibid.*, p. 310

<sup>5</sup> *Ibid.*, p. 112

dependent variable “depends on” what the independent variable does to it, how it affects it.<sup>6</sup>

1. Independent variable is pair check technique (X)
2. Dependent variable is student’s writing procedure text ability (Y)

### C. Operational Definition of Variable

The operational definition of variables of this research as follows:

1. Pair Check Technique is one of technique which developed based on cooperative learning principle. In cooperative learning such as pair checks, the students are divided into some groups and each group consists of two people. To each group students will have a problem. They must try to resolve the problem then the results of their group discussion will be checked by a couple of other groups. This technique implements cooperative learning demanding in dependence and the ability of students in solving problems. This technique trains student’s social responsibility, cooperation, and the ability to give an assessment.
2. Procedure Text is text that describes how to make something or how something done by step or phase. In addition, it uses detail information about the materials and commands which guides readers to complete the steps. This kind of text can also be said as directions, instructions, and manuals text.

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<sup>6</sup> Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (7<sup>th</sup> Edition), (New York: McGraw-Hill, 2009), p.42

## D. Population, Sample and Sampling Technique

### 1. Population

Population is a group of individuals who have the same characteristics then a target population is a group of individuals or a group of organization with the same common defining characteristics.<sup>7</sup> It means that population is a number of people that have same characteristic and becomes the subject of research. Thus, the population in this research was students of eleventh grade of SMKN 5 Bandar Lampung in the academic year of 2019/2020. The population in this research consists of 231 students including of three classes, with the detailed as in the Table 3 below:

**Table 3**  
**Population of the Students at the Eleventh Grade**  
**of SMKN 5 Bandar Lampung in the Academic Year 2019/2020**

| No           | Class      | Gender    |           | Total     |
|--------------|------------|-----------|-----------|-----------|
|              |            | Male      | Female    |           |
| 1            | XI MM 1    | 20        | 15        | 35        |
| 2            | XI MM 2    | 14        | 22        | 36        |
| 3            | XI ANIMASI | 11        | 15        | 26        |
| <b>Total</b> |            | <b>45</b> | <b>52</b> | <b>97</b> |

*Source: SMKN 5 Bandar Lampung in the Academic Year of 2019/2020*

### 2. Sample

Sample is a subgroup of the target population on that the writer plans to study for generalizing about the target population.<sup>8</sup> Fraenkel adds that sample is any part of a population of individuals on whom information is obtained. It may, variety of reasons, be different from the sample originally selected.<sup>9</sup> Those statement means that sample is a part of population that will be investigated. The sample of this

<sup>7</sup> John W. Creswell, *Op Cit.* p. 142

<sup>8</sup> *Ibid.*, p.142

<sup>9</sup> Jack R. Fraenkel and Norman E. Wallen, *Op. Cit.*, p.105-106



research divided into two classes. One class was experimental class (MM 1) and the second one was control class (MM 2).

### 3. Sampling Technique

In getting the sample from population, the researcher was used cluster random sampling. Cluster random sampling occurs when the population was already divided into natural, preexisting groups. Fraenkel and Wallen state that the selection of groups, or cluster, of subject rather than individuals is known as cluster random sampling.<sup>10</sup> Therefore, the experimental and control class were chosen randomly by using a small piece of paper. The name of each class will be written in a small piece of paper and then the papers rolled and shaken. The first paper was an experimental class and the second paper was a control class. In this chance MM2 as the control class and MM1 as the experimental class.

### E. Data Collecting Technique

Some techniques that are used in collecting data as follow:

#### 1. Pre-test

Pre-test was used to know student's writing ability before the treatments. The pre-test was given before the treatments. In the pre-test, the students were asked to write procedure text consist of 100 words by choosing one of the topics that was provided as long as 90 minutes.

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<sup>10</sup> *Ibid.*, p.95

## 2. Post-test

Post-test was used to know that the student's procedure text writing ability after the students got the treatments by using pair check technique in the experimental class and self-correction technique in the control class. In the post-test, the students were also asked to write procedure text consists of 100 words by choosing one of the topics that was provided as long as 90 minutes.

## F. Research Instrument

In gaining this data, the researcher attempted to employ a test. Test is a set of questions and exercises used to measure the achievement or capability of the individual or group.<sup>11</sup> This method was used to get data about score of the pre-test and post-test which was given to both groups, the experimental and control classes.

Before collecting the data, the researcher made an instrument. The instrument is tool for measuring, observing, or documenting data. In contained specifics questions and response possibilities that you established or developed in advance of the study.<sup>12</sup> The research instrument of this research was writing test. The researcher made two instruments, they were pre-test and post-test. In the instrument of pre-test and post-test, the students were asked to write procedure text consist of 100 words by choosing one topics that will provide as long as 90 minutes. Hamp-Lyons suggests a minimum number of 100 words, but this

<sup>11</sup> Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), p.139

<sup>12</sup> John W. Creswell, *Op. Cit*, p.14.

minimum presupposes a fairly high level of language proficiency and may not be appropriate for low proficiency learners.<sup>13</sup> While, Munoz, *et. al*, may also make reference to the pattern of exposition, which refers to the specific instructions to the students, for example the length 100 words, one page, etc and time allocation 30 minutes, 60 minutes.<sup>14</sup> Wilson stated that roughly one hour to one and a quarter hour should be sufficient time to write, proof read, edit and improve a finished piece.<sup>15</sup> Cooper added that the time limit of a writing exercise from 70 to minutes for high school students.<sup>16</sup>

Based on several definitions above, it can be concluded that the average of words and time allocation to write the text is about 120 words and 65 minutes for the time allocation. Referring the explanation above, the researcher concluded that the eleventh grade is in high level category. Then, the researcher preferred to choose Hamp-Lyons and Cooper opinion. So the minimum words should be written by them is 70-100 words and 70 minutes for time allocation. Based on K13 syllabus for Vocational High School, one course hour is last for 45 minutes. So in this research, the researcher took 90 minutes that used to provide an explanation about procedure text writing instruction, pair checking time, collecting students work and the unexpected time during the test.

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<sup>13</sup> Liz Hamp-Lyons, *Assessing Second Language Writing Academic Context*, (Norword: NJ Ablex, 1991), p. 5

<sup>14</sup> Ana Munoz, Sandra Gaviria, Marcela Palacio, *Guideless for Teaching and Assessing Writing*, Grupo de Investigacion Centro De Idiomas as (GICI) Universidas EAFIT, 2006, available on [publicaciones.eafit.edu.co/viewfile.com](http://publicaciones.eafit.edu.co/viewfile.com) accessed on Wednesday 20<sup>th</sup>, February 2019

<sup>15</sup> Ros Wilson, *Oxford Primary Writing Assessment*, (Glassgow: Oxford Universit Press, 2015, p. 7

<sup>16</sup> Peter L. Cooper, *The Assessment of Writing Ability. A review of Research*, GRE Board Research Report GREB No. 82-15R, ETS Research Report, Educational Testing Service, 1984, available on <https://www.ets.org.RR-84-12-Cooper>, accessed on Wednesday 20<sup>th</sup>, February 2019

**Table 4**  
**Pre-Test Topic**

| No | The Topic of Procedure Text          |
|----|--------------------------------------|
| 1  | How to Take a Good Picture from DSLR |
| 2  | How to make Fried Chicken            |
| 3  | How to make Mango Juice              |

**Post-Test Topic**

| No | The Topic of Procedure Text            |
|----|--|
| 1  | How to Insert SIM Card in a Cell Phone |
| 2  | How to make Pancakes                   |
| 3  | How to make Milkshake                  |

### **G. Research Procedure**

In conducting this research, the writer applied some procedures as follows;

#### **1. Planning**

##### **a. Determining the subject**

The researcher chose the students of the eleventh grade of SMKN 5 Bandar Lampung on Multimedia Major as a subject of the research. One class is experimental class and one class is control class.

##### **b. Selecting the material**

The researcher selected the material based on Curriculum on Vocational High School.

c. Preparing the pre-test

The pre-test was used to find out the student's initial ability. Here, students were assigned to write procedure text consists of 100 words by choosing one of topics that was provided as long as 70 minutes. The topics were:

- a. How to Take a Good Picture from DSLR
- b. How to make Fried Chicken
- c. How to make Mango Juice

d. Determining the material

The researcher determined the material which taught to the students, that was procedure text writing about how to make some foods, how to do manual instructions and how to make some drinks.

e. Preparing for post-test

Post-test administrated to measure whether there is an improvement of students' procedure text writing ability. The students were assigned to make procedure text consist of 100 words by choosing one of topic that was provided as long as 70 minutes. The topics were:

- a. How to insert SIM Card in a Cell Phone
- b. How to make Pancake
- c. How to make Milkshake

f. Analyzing the result (Pre-Test & Post-Test)

To analyze the result, the researcher compared the result of pre-test and post-test between experimental class and control class to see whether the score of post-test in the experimental class is higher than control class or not.

## 2. Application

The research conducted in five meetings for each class. The five meetings consist of several activities as follows;

- a. One meeting was for pre-test. The researcher were asked the students to make procedure text that consist of 100 words or more to know students' procedure text writing ability before getting the treatment with the topic provided.
- b. Three meetings were to introduce the material and teaching technique. In this technique, the researcher conducted the treatments by using pair check technique in the experimental class and by using self-correction technique in the control class.
- c. One meeting was for the post-test. The researcher were asked the students to make a procedure text that consist of 100 words or more to know students' procedure text writing ability after getting the treatment with the text provided.



### 3. Reporting

In this step, the researcher collected the data of the pre-test and post-test. After that, the researcher analyzed whether the result of the post-test is higher than pre-test or not. In another words, it is to know whether pair check technique could give a significant influence of students' procedure text writing ability. The last point in the research procedure is reporting.

### H. Scoring System

The score of test is calculated based on the following scoring system proposed by Tribble.<sup>17</sup>

**Table 5**  
**The Assessment Scale for Writing Work**

#### a. Content

|       |  |
|-------|--|
| 20-17 | <b>Excellent to very good:</b> Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent or through interpretation of the topic; content relevant to the topic; accurate detail. |
| 16-12 | <b>Good to average:</b> Adequate treatment of topic, some variety of ideas or arguments; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.                     |
| 11-8  | <b>Fair to pair:</b> Treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content of the topic; lacking detail.   |
| 7-5   | <b>Very poor:</b> Inadequate treatment of the topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.   |

<sup>17</sup> Christopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 196), p. 30

|     |  |
|-----|--|
| 4-0 | <b>Inadequate:</b> Fails to address the task with any effectiveness. |
|-----|--|

**b. Organization**

|       |  |
|-------|--|
| 20-17 | <b>Excellent to very good:</b> Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).  |
| 16-12 | <b>Good to average:</b> Uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some connectives used (cohesion).  |
| 11-8  | <b>Fair to poor:</b> Very uneven expression, ideas difficult follow; paragraphing/organization does not help the readers; logical sequenced difficult to follow (coherence); connective largely absent (cohesion). |
| 7-5   | <b>Very poor:</b> Lacks fluent expression, ideas very difficult to follow. Little sense of paragraphing/organizing; No sense of logical sequenced (coherence); connectives not used (cohesion).                    |
| 4-0   | <b>Inadequate:</b> Fails to address this aspect of the task with any effectiveness.  |

**c. Vocabulary**

|       |   |
|-------|---|
| 20-17 | <b>Excellent to very good:</b> Wide range of vocabulary, accurate word or idiom choice and usage; appropriate selection to match register.        |
| 16-12 | <b>Good to average:</b> Adequate range of vocabulary; occasional mistake in word/idiom choice and usage; register not always appropriate.         |
| 11-8  | <b>Fair to poor:</b> Limited range of vocabulary; a noticeable number of mistake in word/idiom choice and usage; register not always appropriate. |
| 7-5   | <b>Very poor:</b> No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice or usage; no apparent sense of                     |

|     |  |
|-----|--|
|     | appropriate.   |
| 4-0 | <b>Inadequate:</b> Fails to address his aspect of the task with any effectiveness. |

#### d. Language

|       |  |
|-------|--|
| 30-24 | Excellent to very good: Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, preposition; meaning never obscured.  |
| 23-18 | <b>Good to average:</b> Acceptable grammar but problem with more complexes structures; mostly appropriate structures; some errors of agreement, tense, word order, articles, pronouns, prepositions; meaning sometimes obscured. |
| 17-10 | <b>Fair to poor:</b> Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.    |
| 9-6   | <b>Very poor:</b> Major problems with structures even simple ones; frequent errors of agreement, tense, number word order, articles, pronouns, prepositions; meaning often obscured.   |
| 5-0   | <b>Inadequate:</b> Fails to address his aspect of the task with any effectiveness.   |

#### e. Mechanics

|      |   |
|------|---|
| 10-8 | <b>Excellent to very good:</b> Demonstrate full command of spelling, punctuation, capitalism, and layout. |
| 7-5  | <b>Good to average:</b> Occasional errors in spelling, punctuation, capitalism, and layout.               |
| 4-2  | <b>Fair to poor:</b> Frequent errors in spelling, punctuation, capitalism, and layout.                    |
| 1-0  | <b>Inadequate:</b> Fails to address his aspect of the task with any                                       |

|  |                |
|--|----------------|
|  | effectiveness. |
|--|----------------|

*Source: Tribble. 1996. Writing, Oxford: Oxford University Press.*

Final Score: C + O + V + L + M

C : Content (20)

O : Organization (20)

V : Vocabulary (20)

L : Language (30)

M : Mechanics (10)

Based on the explanation above, it can be concluded that the scoring scale for evaluating students' procedure text writing ability is adopted by Tribble with considered the content, organization, vocabulary, language use and mechanics.

## **I. Validity, Reliability, Readability of the Test**

### **1. Validity of the Test**

Validity is a measure showing the levels of validity or validity of an instrument. Meanwhile, a test that had high validity can be said as valid instrument. Cresswell stated that validity means the score of interpreted with the concept or construct that the test is assumed to measure.<sup>18</sup> Arthur supported with "the validity test is conducted to check whether the test measures what is intended to be measured".<sup>19</sup> It means that validity test are used to find out whether test that we are done is valid or not. In this case, to measure whether the test is valid or not the researcher analyzes the test from content validity and construct validity.

#### **a. Content Validity**

<sup>18</sup> John W. Creswell, *Op., Cit.*, p. 159

<sup>19</sup> Arthur Hughes, *Testing for Language Teacher* (2<sup>nd</sup> Edition), (Cambridge: Cambridge University Press, 2003), p.26

The content validity is the subject extent to which a test measures a representative sample of the subject matter, the focus of the content validity is an adequacy of the sample and simply on the appearance of the test.<sup>20</sup> Best and Kahn say that content validity refers to the degree to which the test actually measures, or is specifically related to, the traits for which it was design, content validity is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists.<sup>21</sup>

Based on the explanation above, it means that to get the content validity the test should appropriate with the students' book that is test is suited with the materials that is taught to the students. Based on the standard competence and basic competence on the syllabus for Vocational High School, procedure text taught at the first semester of Eleventh Grade. Thus, it can be said that the test has content validity since it is a good representation of material in the classroom.

#### **b. Construct Validity**

Construct validity is a second category of validity that the teacher must be aware of in considering language. Best and Kahn state that construct validity is the degree which scores on a test can be accounted for by the explanatory constructs of a sound theory.<sup>22</sup> Meanwhile, Bachman and Palmer in Weigle state "Construct validity refers to the process determining whether a test is actually measuring what is intended to be measured". It means that construct validity is

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<sup>20</sup> Anas Sudijono, *Pengantar Statistika Pendidikan*, (Jakarta: Rajawali Pers, 2010), p. 211

<sup>21</sup> John W. Best and James V. Kahn, *Research in Education*, (7th Edition), (New Delhi: Prentice-Hall, 1995), p. 218

<sup>22</sup> *Ibid.*, p.219

focused on the aspects of the test which can measure ability especially for students' procedure text writing ability.

In this research, the researcher administrated writing test. Technique that was used to measure students' writing is Tribble assessment scale. So, there were 5 aspects that was measured in students' writing procedure text, they are content, organization, vocabulary, language and mechanic. In this case, to know whether the instruments have fulfilled the criteria of content of construct validity the writer consulted the instruments test to Mrs. Nurul Puspita as the lecture of writing academic English.

## **2. Reliability of the Test**

Reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.<sup>23</sup> It means that reliability is a measure of consistency, accuracy, dependability or fairness of scores resulting from administration of particular examination. There upon, besides having high validity a good test must have a high reliability. To ensure the reliability and to avoid the subjectivity of the writer, the writer used inter-rater reliability.

Ary stated a simple way to determine the reliability of ratings is to have two or more observers independently rate the same behaviors and then correlate the observers' ratings. The resulting correlation is called inter-rater reliability or inter-observer reliability.<sup>24</sup> It means that inter-rater reliability is used to measure when

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<sup>23</sup> Jack R. Fraenkel and Norman E. Wallen, *Op., Cit.*, p. 154

<sup>24</sup> Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Op. Cit.* p. 256

scores on test independently estimate by two or more judges or raters. They were the teacher and the researcher. To estimate reliability of the test, this research used SPSS 16 (*Statistical Package for Social Science*) and used Cronbach Alpha formula to calculate the reliability of the test.

Furthermore, to know degree or level of the reliability of writing test, the researcher used the criteria of reliability as follows:

Reliability coefficient 0.8 – 1.0 is very high

Reliability coefficient 0.6 – 0.8 is high

Reliability coefficient 0.4 – 0.6 is fair

Reliability coefficient 0.2 – 0.4 is low

Reliability coefficient 0.0 – 0.2 is very low<sup>25</sup>

The result from analyzing the students' score of writing test in pre-test and post-test by using SPSS, the researcher got the result 0.948 for pre-test and 0.949 for post-test in control class and the researcher got the result 0.881 for pre-test and 0.930 for post-test in experimental class. Based on the criteria of reliability above, it was concluded that the criteria of reliability are very high reliability in control class and experimental class and experimental class.

### 3. Readability of the Test

Readability test is indicators that measure how easy a document is to read and understand. For evaluators, readability statistics is solid predictor of the language difficulty level of particular documents. The essential information in an evaluation

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<sup>25</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p.319



document should be easily understandable.<sup>26</sup> To know readability of the procedure text writing ability test instrument, the researcher followed Kouame's research. The participants are asked to evaluate the instructions and the understandability of each item on a scale of 1 to 10, where the researcher described an item that is easy to read and 10 described an item that is difficult to read. The questions tested individually by giving the questionnaire for readability. After that, the researcher measured the mean of each item.

In this research, the writer took the eleventh grade of Animation class of SMKN 5 Bandar Lampung as the participants to evaluate the instruments because it had similar ability in English to the eleventh grade of Multimedia class of SMKN 5 Bandar Lampung. It is because the teacher was same in both classes. Consequently, the teacher knew their writing ability was same. 26 students were the participants to give a scale 1 – 10 of each item in the readability text from.

Based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.<sup>27</sup> After the writer calculated the data, the mean of the items (instrument) of writing test was 2.54 (lower than 4.46), it means that the instrument was readable.

## **J. Data Analysis**

After collecting the data, the researcher analyzed the data by using independent sample t-test. There are two tests that must be done before analyzing

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<sup>26</sup>Julien B. Kouame, *Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, (Joulnal of Multi, Disclipinary Evaluation, Volume VI (14).p.133 available on journals.sfu.ca (Accessed on January 20<sup>th</sup>,2019)

<sup>27</sup> *Ibid*, p. 134

the data by using independent sample t-test. They were normality test and homogeneity test.

### 1. Fulfillment of the Assumptions

Parametric statically significances tests, such as analysis of variance and least squares regression, are widely used by researcher in many disciplines, including statistics parametric test to produce accurate results, the assumption underlying them such as normality and homogeneity test must be satisfied.

#### a. The Normality Test

The normality test is used to know whether the data in the experimental and control classes are normally distributed or not.<sup>28</sup> In this research, the researcher used statistical computation by using SPSS 16 (*Statistical Package for Social Science*). The test normality employed by using Lilliefors Test.

While the criteria of acceptance or rejection of normality test are as follows:

$H_0$  is accepted if  $\text{sig} \geq \alpha = 0.05$

$H_a$  is accepted if  $\text{sig} < \alpha = 0.05$

The hypotheses for the normality test were formulated as follows:

$H_0$  : the data are normally distributed

$H_a$  : the data are not normally distributed.

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<sup>28</sup> Budiyono, *Statistika untuk Penelitian*, (Surakarta: Sebelas Maret University Press, 2004), p.170

### b. Homogeneity Test

After the researcher got the conclusion of normality test, the researcher did the homogeneity test in order to know whether the data homogenous or not. In this research, the researcher used statistical computation by using SPSS 16 (*Statistical Package for Social Science*). The test of homogeneity employing Levene's Test.

While the criteria of acceptance or rejection of homogeneity test are as follows:

$H_0$  is accepted if  $\text{sig} \geq \alpha = 0.05$

$H_a$  is accepted if  $\text{sig} < \alpha = 0.05$

The hypotheses for the homogeneity test were formulated as follows:

$H_0$  : the variances of the data are homogenous

$H_a$  : the variances of the data are not homogenous.

### c. Hypothetical Test

After the researcher knew that the data are normal and homogeneous. Then, the data analyzed by using independent sample t-test in order to know the significance of the treatment effect. In this case, the researcher used statistical computation by using SPSS 16 (*Statistical Package for Social Science*) for hypothetical of test.

While the criteria of acceptance or rejection of hypotheses test are as follows:

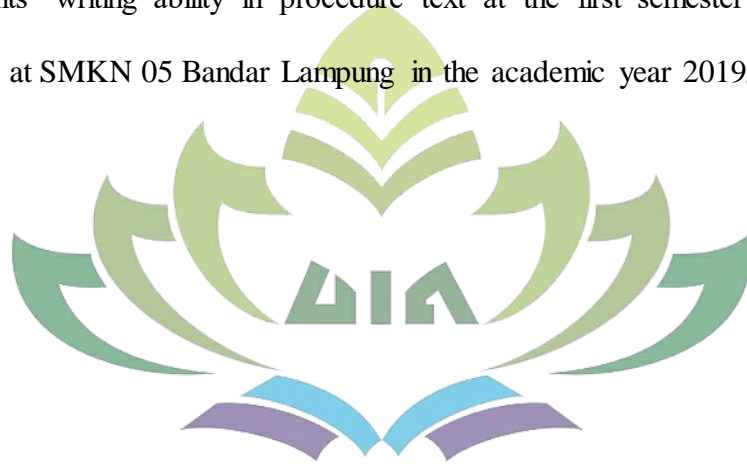
$H_a$  is accepted if  $\text{sig} < \alpha = 0.05$

$H_0$  is accepted if  $\text{sig} \geq \alpha = 0.05$

The hypotheses were:

$H_0$  : There is no significant influence of using pair check technique towards students' writing ability in procedure text at the first semester of the eleventh grade at SMKN 05 Bandar Lampung in the academic year 2019/2020.

$H_a$  : There is significant influence of using pair check technique towards students' writing ability in procedure text at the first semester of the eleventh grade at SMKN 05 Bandar Lampung in the academic year 2019/2020.



## **CHAPTER IV RESULT AND DISCUSSION**

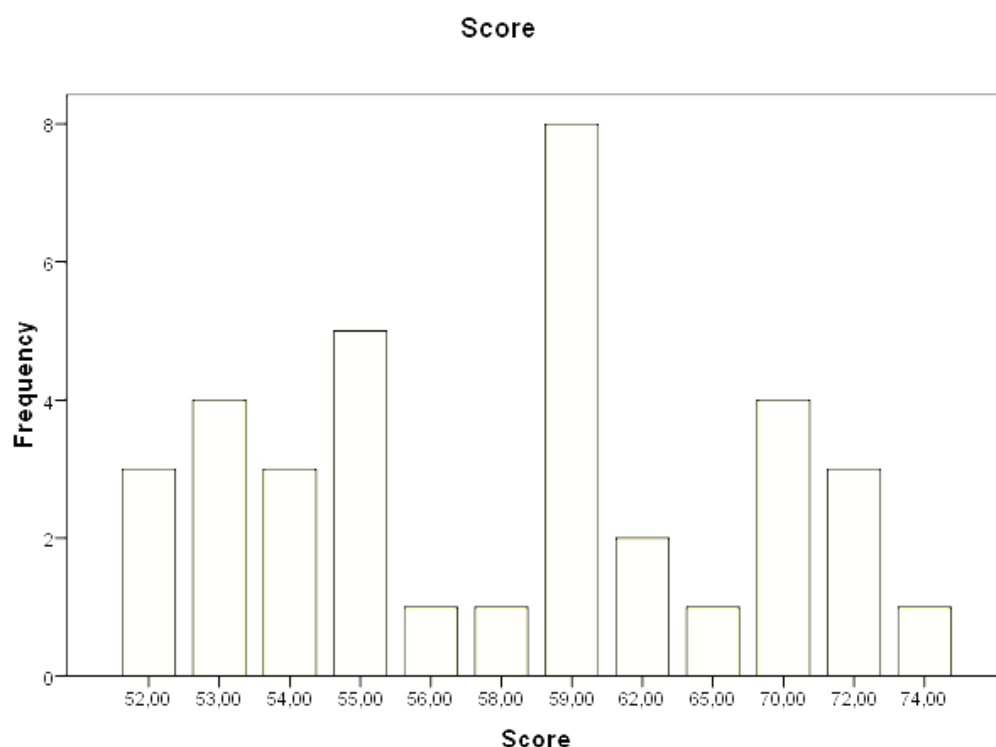
### **A. Result of the Research**

The research was aimed to know whether there was any significant influence on the students' writing ability in procedure text after they were given treatment by using pairs check technique in this research. The research was conducted on the first semester of the eleventh grade of SMKN 5 Bandar Lampung. The number of population was 117 students of the first semester. Two classes as sample of research, they were XI MM1 and XI MM2. In this case, the researcher used cluster random sampling when choosing the sample. Furthermore, the instrument of this research was written test especially in procedure text.

The research was conducted in five meetings. In SMKN 5 Bandar Lampung itself, English subject was taught once a week. On Tuesday, July 16<sup>th</sup> 2019 pre-test was given in experimental class, and Friday, July 19<sup>th</sup> 2019 in control class. Experimental class consists of 35 students and control class consist 36 students. The last treatment was done on Friday, August 9<sup>th</sup> 2019. The different topic was given in each treatment. For the last meeting, the students in experimental class were given the post-test on Tuesday, August 13<sup>rd</sup> 2019 meanwhile control class was on Friday, August 16<sup>th</sup> 2019. All the students in experimental and control class followed the post-test

### 1. Result of Pre-Test in Control Class

The pre-test was administrated in order to know students' writing ability before the treatment was given. The pre-test was administrated on July 19<sup>th</sup>, 2019 in control class (XI MM2) at 10.15 a.m. The result of pre-test in control class showed that from 36 students, there were three students got score 52, there were four students got score 53, there were three students got score 54, there were five students got 55, there was one student got score 56, there was one student got score 58, there were eight students got score 59, there were two students got score 62, there was one student got score 65, there were four students got score 70, there were three students got score 72 and only one student got score 74. The score can be seen in Figure 1.



**Figure 1**  
**Graphs of the Result of Pre-Test in Control Class**

Meanwhile, the mean of pre-test in control class was 59.72 and N was 36 students, standard of deviation = 6.984, N = 36, median = 59.00, mode = 59.00, variance = 48.77, minimum score = 52.00, and maximum score = 74.00. The statistics of the result of pre-test in control class can be seen on Table 5:

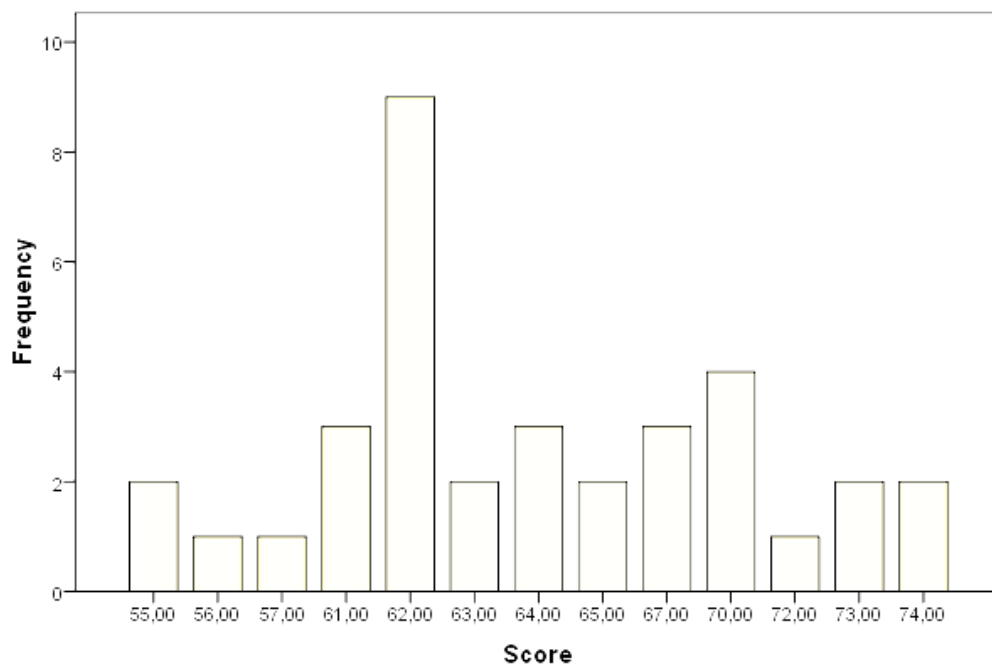
**Table 6**  
**Statistics of the Result of the Pre-test in Control Class**

| Statistic     | Score |
|---------------|-------|
| N             | 36    |
| Mean          | 59.72 |
| Median        | 59    |
| Mode          | 59    |
| Std Deviation | 6.98  |
| Variance      | 48.77 |
| Minimum       | 52    |
| Maximum       | 74    |

## 2. Result of Pre-Test in Experimental Class

The pre-test was administrated on July 15<sup>th</sup>, 2019 in experimental class (XI MM1) at 07.30 a.m. The pre-test was administrated in order to know students' writing ability before treatment was given. The result of pre-test in experimental class showed that from 35 students, there were two students got score 55, there was one student got score 56, there was one student got score 57, there were three students got 61, there were nine students got score 62, there were two students got score 63, there were three students got score 64, there were two students got score 65, there were three students got score 67, there were four students got score 70, there was one student got score 72, there were two students got score 73, there were two students got score 75. The score can be seen in Figure 2.





**Figure 2**  
***Graphs of the Result of Pre-Test in Experimental Class***

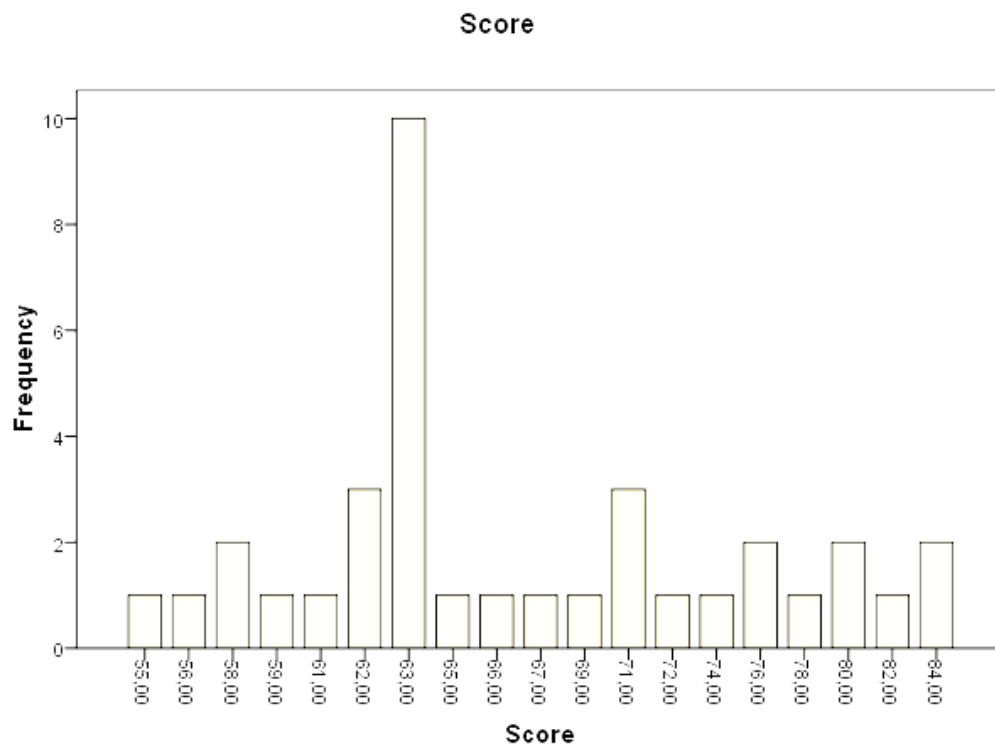
Meanwhile, the mean of pre-test in experimental class was 64.54 and N was 35 students, standard of deviation = 5.226, N = 35, median = 63.00, mode = 62.00, variance = 27.31, minimum score = 55.00, and maximum score = 74.00. It showed students' writing ability before they got the treatments. The statistics of the result of pre-test in experimental class can be seen in Table 6:

**Table 7**  
**Statistics of the Result of the Pre-test in Control Class**

| Statistic     | Score |
|---------------|-------|
| N             | 36    |
| Mean          | 64.54 |
| Median        | 63    |
| Mode          | 62    |
| Std Deviation | 5.22  |
| Variance      | 27.31 |
| Minimum       | 55    |
| Maximum       | 74    |

### 3. Result of Post-Test in Control Class

The researcher conducted post-test in order to see students' ability after the treatment. The post-test in control class was administered on August 16<sup>th</sup>, 2019. The result of post-test in control class showed that from 36 students, there were two students got score 55, there was one student got score 62, there were three students got score 62, there were ten students got 63, there was one student got score 65, there was one student got score 66, there was one student got score 67, there was one student got score 69, there were three students got score 71, there was one student got score 72, there was one student got score 74, there were two students got score 76, there was one students got score 78, there were two students got score 80, there was one student got score 82 and there were two students got 84. The score can be seen in Figure 3:



**Figure 3**  
*Graphs of the Result of Post-Test in Control Class*

Meanwhile, the statistics of the result of post-test in control class were the mean of post-test in control class was 67.47 and N was 36 students, standard of deviation = 8.122, N = 36, median = 63.00, mode = 63.00, variance = 65.97, minimum score = 55.00, and maximum score = 84.00. The scores of students' writing tested in post-test in the control class could be seen in Table 7.

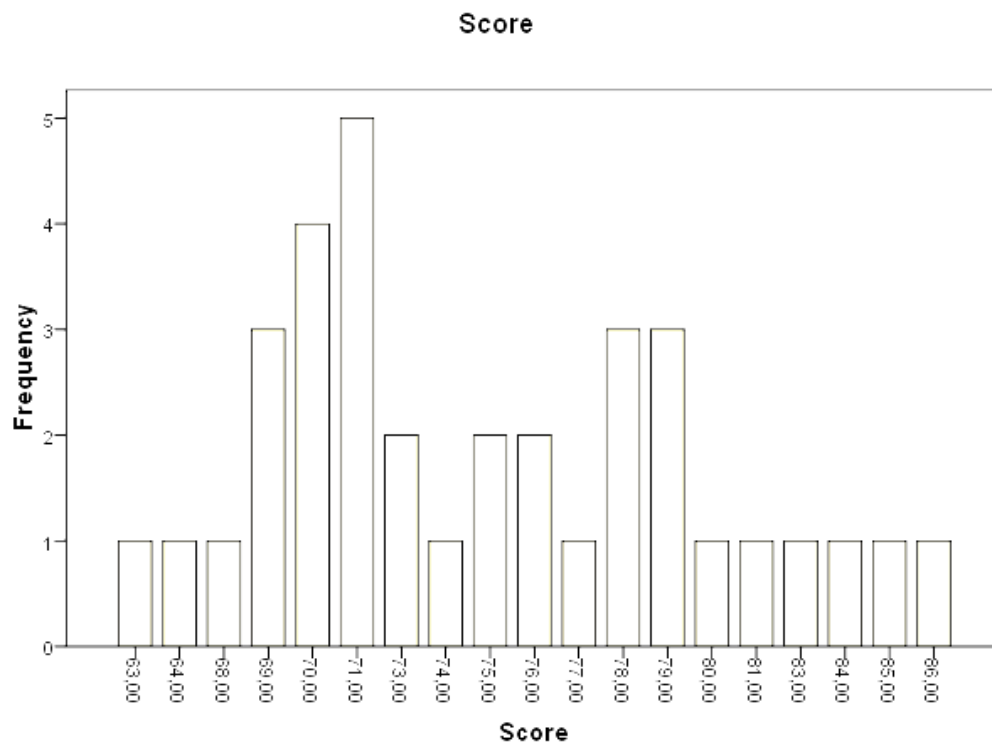
**Table 8**  
**Statistics of the Result of the Post-test in Control Class**

| Statistic     | Score |
|---------------|-------|
| N             | 36    |
| Mean          | 67.47 |
| Median        | 63    |
| Mode          | 63    |
| Std Deviation | 8.12  |
| Variance      | 65.97 |
| Minimum       | 55    |
| Maximum       | 84    |

#### 4. Result of Post-Test in Experimental Class

The researcher also conducted post-test in experimental class in order to see students' ability after the treatment. The post-test administered on August 13<sup>th</sup>, 2019. The result of post-test in experimental class showed that from 35 students, there was one student got score 63, there was one student got score 64, there was one student got score 68, there were three students got 69, there were four students got score 70, there were five students got score 71, there were two students got score 73, there was one student got score 74, there were two students got score 75, there were two students got score 76, there was one student got score 77, there were three students got score 78, there were three students got score 79, there was one student got score 80, there was one student got score 81, there was

one student got score 83, there was one student got score 84, there was one student got score 85 and there was one students got 86. The score can be seen in Figure 4.



*Figure 4*  
*Graphs of the Result of Post-Test in Experimental Class*

Meanwhile, the statistics of the result of post-test in experimental class were the mean of post-test in experimental class was 74.45 and N was 35 students, standard of deviation = 5.71, N = 35, median = 74.00, mode = 71.00, variance = 32.60, minimum score = 63.00, and maximum score = 86.00. It showed students' writing ability after they got the treatments. The scores of students' writing tested in post-test in the experimental class could be seen in Table 8.

**Table 9**  
**Statistics of the Result of the Post-test in Experimental Class**

| Statistic     | Score |
|---------------|-------|
| N             | 35    |
| Mean          | 74.45 |
| Median        | 74    |
| Mode          | 71    |
| Std Deviation | 5.71  |
| Variance      | 32.60 |
| Minimum       | 63    |
| Maximum       | 86    |

## **B. Data Analysis**

After collecting the data, the researcher analyzed the data by using independent sample t-test.

### **1. Fulfillment of Assumption**

There are assumptions before the researcher analyzed the data that were normality and homogeneity test.

#### **a. The Result of Normality Test**

The normality test was used to measure whether the data in the experimental class and control classes were normally distributed or not.

The hypothesis formulas were:

$H_0$  = the data have normal distribution.

$H_a$  = the data do not have normal distribution.

Criteria of acceptance were:

$H_0$  is accepted if  $Sig (P_{value}) > \alpha = 0.05$

$H_a$  is accepted if  $Sig (P_{value}) < \alpha = 0.05$

It can be seen that Sig. ( $P_{\text{value}}$ ) for experimental was 0.108 and Sig. ( $P_{\text{value}}$ ) for control class was 0.084 and  $\alpha$  0.05. It means that Sig. ( $P_{\text{value}}$ )  $> \alpha$  and  $H_0$  is accepted. The conclusion is the data are in normal distribution. It is calculated based on the gain of the experimental and control class. (See appendix 16)

**Table 10**  
**The Result of Normality Test of Experimental and Control Class**

| Technique |              | Kolmogorov-Smirnov <sup>a</sup> |    |      | Shapiro-Wilk |    |      |
|-----------|--------------|---------------------------------|----|------|--------------|----|------|
|           |              | Statistic                       | Df | Sig. | Statistic    | Df | Sig. |
| Score     | Control      | .129                            | 36 | .137 | .947         | 36 | .084 |
|           | Experimental | .162                            | 35 | .020 | .949         | 35 | .108 |

a. Lilliefors Significance Correction

### b. Result of Homogeneity Test

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not.

The hypothesis for the homogeneity tests were:

$H_0$  = the variance of the data is homogenous

$H_a$  = the variance of the data is not homogenous

While the criteria of acceptance were:

$H_0$  is accepted if Sig  $> \alpha = 0.05$

$H_a$  is accepted if Sig  $< \alpha = 0.05$

It can be seen that  $\text{Sig. (P}_{\text{value}}) = 0.952 > \alpha = 0.05$ . It means that  $H_0$  was accepted because  $\text{Sig. (P}_{\text{value}}) = 0.952 > \alpha = 0.05$ . The variances of the data were homogenous. (See appendix 17)

**Table 11**  
**The Result of Homogeneity Test of Experimental Class and Control Class**

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| .004             | 1   | 69  | .952 |

## 2. Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test was satisfied. Therefore, the researcher computed Independent sample T-test by using SPSS (*Statistical Package for Social Science*) for hypothetical of test.

The hypotheses formulas are:

$H_0$  : There is no significant influence of using pair check technique towards students' writing ability in procedure text at the first semester of the eleventh grade at SMKN 05 Bandar Lampung in the academic year 2019/2020.

$H_a$  : There is significant influence of using pair check technique towards students' writing ability in procedure text at the first semester of the eleventh grade of the eleventh grade at SMKN 05 Bandar Lampung in the academic year 2019/2020.

While the criteria acceptance or rejection of hypotheses test are:

$H_0$  is accepted if  $\text{sig} > \alpha = 0.05$

$H_a$  is accepted if  $\text{sig} < \alpha = 0.05$



Based on the results obtained in the independent sample t-test, the value of significant generated  $Sig (P_{value}) = 0.017 < \alpha = 0.05$ . So,  $H_0$  is rejected and  $H_a$  is accepted. Based on the computation, it can be concluded that there is a significant influence of using Pairs Check Technique towards students' writing ability in procedure text at the first semester of eleventh grade at SMKN 5 Bandar Lampung in the academic year 2019/2020. (See appendix 18)

**Table 12**  
**The Result of Hypothetical Test**

| T      | Df | Sig. (2-tailed) |
|--------|----|-----------------|
| -2.450 | 69 | .017            |

### C. Discussion

Based on the finding of the research, it was found that the students who were taught by using pairs check have increased their ability in procedure text writing ability. Based on the result of pre-test before pairs check technique was implemented, the students' writing ability in procedure text was lower than after pairs check as technique was implemented, the students writing ability procedure text was better than before. After getting the treatment and post-test was conducted, it shown that there were significant differences between the experimental class and the control class where the post-test score of the experimental class was higher than control class. We could look at the data which mean of post-test in experimental class was 74.45 meanwhile the control class was 67.47.

As we know that the students who got treatments by pairs check got a better score than the students without using pairs check in teaching writing procedure text. It was proved by the increasing average score in the experimental class by applying pairs check technique. Pairs check could help students in improving their critical thinking by checking their friends' written work. It was supported by Nirmala who found that pairs check activity is an effective technique to improve student's writing. Pairs check technique made the students to think aloud and deep because the students are forced to find the mistakes of their pair's written work.<sup>1</sup> In different field, the researcher also used pairs check technique to teach students' writing procedure text and resulted significant influence for students' procedure text writing ability.

In this research, at the beginning of class, the students were taught by pairs check technique in experimental class and self-correction technique in control class. In experimental class the students are taught about procedure text by using pairs check as a technique in teaching learning process. The researcher did the treatments in three meetings. Those materials were about how to make some food, how to make manual instruction and how to make some drinks. The researcher explained what pairs check technique was and its procedure before doing treatment in the experimental class.

The beginning of research, pre-test was conducted on July 16<sup>th</sup> 2019 at 07.30 am for class XI MM 1 as experimental class and XI MM 2 as the control class on July 19<sup>th</sup> 2019 at 09.30 a.m. to know students' score in writing ability before they

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<sup>1</sup> Nina Nirmala, *The Effectiveness of Pair Check Activity to improve student's skill on writing Analytical Exposition*, (A Journal of Language & Art Program Semarang State University, Semarang, 2011), p.5

got treatment. Their mean were 65 for the experimental class and 60 for the control class, standard deviation were 5.22 for the experimental class and 6.98 for the control class.

The first meeting was conducted on Tuesday, July 23<sup>rd</sup> 2019 at 07.30 am. The researcher explained about procedure text, the materials included the definition, generic structure and language feature of procedure text. After the students got the explanation, the researcher asked them to make a procedure text about how to make fried rice. In the end of writing process, the students have to exchange their written work to the pair (classmate) then each of them read their pairs' written work to identify the mistake. Furthermore, they gave a feedback/comment to the pairs. In the first meeting, most students got difficulties on how to check their friends' written work because they thought that the drafts had already structured and good. So the researcher gave more explanation about the materials and the grammatical rules that used on procedure text. However, at the first meeting, they looked enthusiast and motivated to make their writing better.

The second treatment was conducted on Tuesday, July 30<sup>th</sup> 2019 at 7.30 am. In the second meeting, at the beginning of lesson, the researcher asked the students some questions to brush up on the previous material related to procedure text. Then the researcher gave feedback to their works of the previous meeting. I took some of their works and showed the mistakes which they mostly made by writing them on whiteboard. I asked them to correct them before I explained the correction. Then, students got explanation about how to make manual instruction. As same as first treatment, the students were also asked to make a procedure text.

For the second treatment, the students were asked to make procedure text about how to operate printer. After students finished their writing, they exchanged their written work to the pair (classmate) then each of them read their pairs' written work to identify the mistake. In second meeting, the students paying more attention to their writing work so the mistakes can be decreased. They have understood the generic structure of procedure text and the tenses used in. Besides that, the researcher did the treatment in control class with the same material but different technique.

The third treatment was conducted on Tuesday, August 6<sup>th</sup> 2019 at 7.30 am. In the last material, the researcher explained procedure text about how to make some drinks. The students reviewed the material that was explained in the first and second treatment. Furthermore, the students were asked to make procedure text about how to make thai tea. After students finished their writing, they exchanged their written work to the pair (classmate) then each of them read their pairs' written work to identify the mistake. The result of the third treatment was quite good. The students' dependence on checking their pairs' written work has increased well.

In the last meeting, the researcher did post-test in both classes. It was held on August 13<sup>th</sup>, 2019 for experimental class and August 16<sup>th</sup>, 2019 for control class. The result of pre-test and post-test showed us that there was significant influence in applying pairs check in the experimental class. The result of data analysis by using SPSS 16 showed that the mean in pre-test score of control class was 59.72 and in the post-test was 67.47 meanwhile the mean of pre-test score in

experimental class was 64.54 and in the post test was 74.45. It means that the most improvement was in the experimental class. Next, the researcher analyzed the data of normality test and homogeneity test the score showed that the data was normal and homogenous then the researcher tested the data by using independent sample t-test.

Besides comparing the mean score, the researcher also compared the average scores of each aspect in writing scoring. The researcher took score for measuring English students' score in posttest, as theory of Tribble that criteria of students' writing score which can be measured by five criteria: content, organization, vocabulary, language and mechanic. The researcher found that the difference in each aspect after the treatment by using pairs check technique was better than using self-correction technique. Furthermore, the average score of pre-test and post-test of each aspect in writing had the most improvement in language aspect. The differences were shown that average score of language aspect of pre-test in experimental class was 12.5 and post-test in experimental class was 17.31. Thus, from the use of pairs check in teaching writing process, the students were easier to understand the explanation about language aspect.

However, in this research, the researcher found some problems by applying pairs check technique in teaching writing. The researcher got difficulties in controlling the pairs checking process because it was the first time for the students to use pairs check technique in writing procedure text. It was in line with Rollinson, who said that the teacher might found difficulties to oversee each

students and over hand students' responsibility.<sup>2</sup> Thus, in this research the students had difficulties in organize the sentence and expressing their idea in written form. Then, to solve these problems the researcher helped them to organize the sentence and gave more detail explanation on how to organize the sentence and express their idea. The researcher also asked them to discuss the point which they don't understand with their pairs. The researcher who already applied and utilized it consistently assumed that pairs check technique could help students to produce better writing.

Furthermore, this research influenced students' writing ability particularly on procedure text by applying pairs check technique in the writing process. Pairs check helped students to improve their achievement in writing procedure text and helped them to organize the thoughts from discussion with pairs. The result of this research was relevant with some previous studies. The previous research was conducted by Kurniawan from Muhammadiyah University of Jember on 2015, entitled *Improving Students Seventh Grade Writing Ability by Using Pairs Check Method at SMP Muhammadiyah 1 Jember in the 2014/2015 Academic Year*. She concluded that pairs check technique was able to improve the students' descriptive writing ability and the students' active participation.<sup>3</sup> Then, the research conducted by Nuryati from Bandar Lampung University on 2014, entitled *The Influence of the application of Pairs Check Technique (PCT) towards Students'*

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<sup>2</sup> Paul Rollinson, *Using Peer Feedback in ESL Writing Class*, (Journal of English Language Teaching, Volume 59 (1), 2005, p.25 available on [elt.oxfordjournals.org](http://elt.oxfordjournals.org) (Accessed on August 16<sup>th</sup>, 2019)

<sup>3</sup> Ifa Kurniawati, *Improving Students Seventh Grade Writing Ability by Using Pairs Check Method at SMP Muhammadiyah 1 Jember in the 2014/2015 Academic Year*, Journal English Education Program, Faculty of Teacher Training and Education, (Muhammadiyah University of Jember, 2015)

Writing Ability. Her research revealed by using pair check technique could make students be more active in the classroom. Pairs check also should be a consideration in teaching learning process.<sup>4</sup> Thus, this research answered the problem of the research which “Is there any significant influence of using pairs check technique toward students’ writing ability in procedure text of the eleventh grade of SMKN 5 Bandar Lampung?”

Based on the analysis of the data and testing hypothesis, the result of the calculation was found that null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. Therefore, because the hypothesis alternative was accepted, the writer concluded that there was an influence of using Pairs Check Technique towards Students’ Procedure Text Writing Ability at the First Semester of the Eleventh Grade of SMKN 5 Bandar Lampung in the Academic Year 2019/2020.

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<sup>4</sup> Siti Nuryati, *The Influence of the Application of Pairs Check Technique (PCT) towards Studennts’ Writing Ability*, (International Conference on Education and Language (ICEL), Vol 2 (2), 2014), p. 426



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

In the end of the research, the post-test was given to measure the influence of using pair check technique towards students' writing ability in procedure text in both classes after treatments done. The mean score of post-test in experimental class was 74.45 and the mean of post-test in control class was 67.47. It can be seen that the students' post-test in experimental class was higher than students' in control class.

The result can be seen from sig (2-tailed) of equal variance assumed in the independent sample test table where the sig (2-tailed) is 0.017. It is lower than  $\alpha=0.05$  and it means that  $H_0$  is rejected and  $H_a$  accepted.

Based on the result of the data analysis, the researcher concluded that there is significant influence of using pairs check technique toward students' writing ability in procedure text at the eleventh grade at SMKN 5 Bandar Lampung in the academic year of 2019/2020.

#### **B. Suggestion**

Based on the conclusion above, the researcher proposed suggestion as follows;

## **1. For the English Teacher**

- a. As the teacher, they have to understand what the students' need, especially in writing. They must also know their difficulties and the way to solve it.
- b. The teacher should give more chances to the students to be active in class and to share their ideas.
- c. The teacher can apply Pair Check as a technique in teaching learning process as the alternative way to teach writing that easier to understand by the students.
- d. The teacher must not be afraid to try the newest technique so that her/his students get new experience in learning English. There are many sources to gain good teaching technique.

## **2. For the Students**

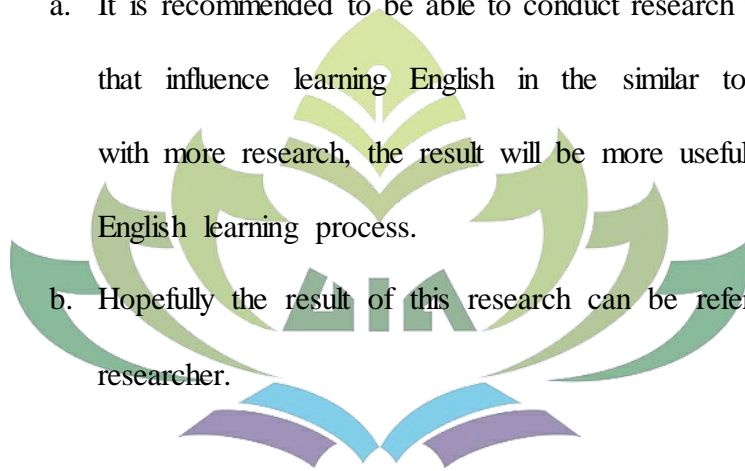
- a. Pair check is the technique that can be used by the students in order to increase their critical thinking in procedure text.
- b. The students should practice to write the text that they had learned with their friends.
- c. The students should understand that to produce a good written text, they must be through every step in writing including planning, drafting, editing and publishing.

### **3. For the School**

- a. It should facilitate the teachers to be successful teachers who have to achieve the best result of their students' learning.
- b. It will be better if the school give extra time for English lesson to enhance the students' English. The material given and technique used should be different from the regular time.

### **4. For the other Researcher**

- a. It is recommended to be able to conduct research using the factors that influence learning English in the similar topics. Hopefully, with more research, the result will be more useful to improve the English learning process.
- b. Hopefully the result of this research can be references for other researcher.



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**Appendix 1A****Interview Guideline for the Teacher**

Day/Date : 22<sup>nd</sup> Januari 2019

Place : SMKN 5 Bandar Lampung

Interviewer : Risalatun Koniah

Interviewee : Aslinawati, S.Pd

1. How long have you been teaching English?
2. Could you tell me your experience in teaching English especially writing procedure text?
3. What kind of method/strategy/technique that you used in teaching writing especially procedure text?
4. How do you get the materials to teach the students?
5. What are the problems that you found in teaching writing procedure text?
6. How do your respond to use pair check technique in teaching writing procedure text?

## Appendix 1B

### The Result of Interview for English Teacher

| No | Question  | Answer  | Conclusion   |
|----|---|---|--|
| 1  | How long have you been teaching English?  | I have been teaching English in this school 2014, so it is been 5 years.  | It can be concluded that the teacher has been teaching English for 5 years.  |
| 2  | Could you tell me your experience in teaching English especially writing procedure text?            | Yes, of course. Based on my experience in teaching English, I do not have the specific experience during my time teaching here, especially in teaching Procedure Text. I just explained to them what is Procedure Text based on textbook's instruction. I give them the example and the students do the exercise. | The teacher should be more creative to find the way so that all of students can improve their writing ability and the class will be more attractive. |
| 3  | What kind of method/strategy/technique that you used in teaching writing especially procedure text? | Yes, I usually use Self-Correction Technique to teach writing. I will ask students to make a short procedure a text and I guide them to make an easy draft. For example like how to make tea or instant noodle. Then, they will correct their own task before submit it.  | The teacher did not correcting students' writing. She just ask her students to correct their writing by themselves.                                  |

|   |   |  |  |
|---|---|--|--|
| 4 | How do you get the materials to teach the students?                                 | I usually get the materials from the Textbook and also the Internet.   | The students gained the materials from standard textbook.  |
| 5 | What are the problems that you found in teaching writing procedure text?            | There are many problems in teaching writing such as the students find difficulties to express their idea in written form, student's vocabulary is still low, they hardly understand English well and they do not use English in their daily activity and just learn at school. Some students don't like writing, so when I explained about the materials they talk with their friends. | Based on the interview, the researcher know that there are some problems that is faced by the teacher in teaching writing such as the students hardly understand English well, they didn't pay attention to the teacher's explanation. |
| 6 | How do your respond to use pair check technique in teaching writing procedure text? | I have not heard about this technique that used in teaching Procedure text and I never use it before. If it's appropriate in my writing class, I will try to implement this Pair Check Technique.  | It means that the teacher has good respond about Pair Check Technique.   |

## Appendix 2A

### The Interview for Students

1. Apakah kamu menyukai pelajaran Bahasa Inggris? Berikan alasannya!
2. Apakah kamu menyukai menulis *procedure text*? Mengapa?
3. Masalah apa saja yang kamu hadapi saat kamu belajar *procedure text*?
4. Bagaimana teknik gurumu saat mengajar *procedure text* didalam kelas?



## Appendix 2B

### The Result of Interview for Students

#### (Student 1)

1. Tidak, karena pelajaran Bahasa Inggris itu susah dan membuat pusing
2. Tidak, karna menulis procedure text susah
3. Saya tidak suka menulis,karena saya bingung mau nulis apa karena saya tidak mempunyai ide
4. Selalu menjelaskan dari buku.

#### (Student 2)

1. Tidak, karna sulit untuk memahami kata-katanya.
2. Tidak, karna menulis procedure text susah dan saya bingung
3. Ya,karena saya tidak hapal kosa kata Bahasa Inggris dan jadi susah untuk menulis ke dalam Bahasa Inggris.
4. Cukup dimengerti namun selalu menjelaskan dari buku dan menyuruh menulis text.

#### (Student 3)

1. Tidak, karna susah mengerti artinya
2. Tidak, karna susah menyusun kalimat dari bahasa Indonesia ke bahasa inggris.
3. Susah menyusun kalimat dari bahasa Indonesia ke bahasa inggris dan
4. Selalu menggunakan teknik itu itu saja dalam mengajar, membuat teks lalu dikumpul.



**(Student 4)**

1. Tidak, karena pelajaran ini sulit.
2. Tidak, karna menulis procedure text itu susah
3. Iya, karna saya tidak tahu Bahasa Inggris jadi setiap menulis saya harus membuka kamus dulu jadi saya malas.
4. Setiap pelajaran Bahasa Inggris cara menjelaskannya sama.

**(Student 5)**

1. Ya, walaupun saya ga suka pelajarannya ya harus saya sukai
2. Itu yang paling saya sukai dari pelajaran bahasa inggris
3. Ada, kadang kurang mengerti dengan penjelasan guru tetapi malu untuk bertanya
4. Disuruh mencari dan buat contoh procedure text dan kita mengoreksi kesalahan sendiri.

**(Student 6)**

1. Tidak, karna bahasa inggris ribet dan susah
2. Tidak, ya karna susah dan sulit memahami kata-katanya
3. Masalahnya karna suka kebolak-balik sama tutorialnya, malu kalau mau bertanya.
4. Tegas dan menjelaskan dengan bagus.

**(Student 7)**

1. Ya, biar bisa berbahasa inggris eh tapi agak sulit juga si
2. Tidak, tak tahu kenapa, rasanya tak suka saja begitu
3. Masalahnya, suka salah-salah dalam milih kata dan membedakan antara 123 dan first, second, third..
4. Terlalu ringkas dan kadang ga jelas juga.

**(Student 8)**

1. Ya suka karna materinya mudah, tetapi terkadang tidak suka karna susah
2. Tidak karna bingung dan sulit memilih kosa kata yang tepat
3. Bingung menentukan urutan dan sulit dalam kosa kata
4. Mengajar cukup jelas namun terkadang terlalu cepat jadi saya tidak paham.



### Appendix 3A Students' Writing Score XI MM1

#### Student's Score of Writing Procedure Text at the First Semester of SMKN 5 Bandar Lampung in Academic Year 2018/2019

| No | Student's Name          | Gender | KKM | Score |
|----|-------------------------|--------|-----|-------|
| 1  | Ade Ahmad Kasenda       | M      | 70  | 64    |
| 2  | Adi Kurniawan           | M      | 70  | 50    |
| 3  | Ajeng Fatika Sari       | F      | 70  | 85    |
| 4  | Aqsal Yazid Setiawan    | M      | 70  | 83    |
| 5  | Ardha Ilham Wijanarko   | M      | 70  | 55    |
| 6  | Ardianna                | F      | 70  | 45    |
| 7  | Arini Amelia Putri      | F      | 70  | 60    |
| 8  | Dean Prameswari Sekaton | F      | 70  | 63    |
| 9  | Fani Rahma Suci         | F      | 70  | 70    |
| 10 | Fanny Kumala Dewi       | F      | 70  | 60    |
| 11 | Fathia Desfira          | F      | 70  | 75    |
| 12 | Idham Kholid            | M      | 70  | 53    |
| 13 | Jainudin Ardiansyah     | M      | 70  | 60    |
| 14 | Jordi                   | M      | 70  | 60    |
| 15 | M. Azrul                | M      | 70  | 57    |
| 16 | M. David                | M      | 70  | 68    |
| 17 | M. Pasha Alvarezi       | M      | 70  | 78    |
| 18 | M. Ryan Hidayatullah    | M      | 70  | 57    |
| 19 | Meylan Sevia            | F      | 70  | 70    |
| 20 | Mira Anggraini          | F      | 70  | 73    |
| 21 | Muhammad Fadrijin       | M      | 70  | 56    |
| 22 | Muhammad Rizati         | M      | 70  | 75    |
| 23 | Nurhasanah              | F      | 70  | 60    |
| 24 | Putri Sari              | F      | 70  | 60    |
| 25 | Rhesmita Sutjiati       | F      | 70  | 70    |
| 26 | Rika Safera             | F      | 70  | 45    |
| 27 | Rini Oktaviany          | F      | 70  | 72    |
| 28 | Sylvi Fitriani          | F      | 70  | 80    |
| 29 | Wahyu Meisaputra        | M      | 70  | 60    |
| 30 | Yunike Silvia           | F      | 70  | 57    |
| 31 | Yanuarsyah Pratama      | M      | 70  | 60    |

Source SMKN 5 Bandar Lampung

### Appendix 3B Students' Writing Score XI MM2

#### Student's Score of Writing Procedure Text at the First Semester of SMKN 5 Bandar Lampung in Academic Year 2018/2019 XI MM2

| No | Student's Name               | Gender | KKM | Score |
|----|------------------------------|--------|-----|-------|
| 1  | Adinda Maharani              | F      | 70  | 52    |
| 2  | Afifah Ridha Luthfiyyah      | F      | 70  | 75    |
| 3  | Andika Bayu Pratama          | M      | 70  | 60    |
| 4  | Andrea Ramadhani             | F      | 70  | 63    |
| 5  | Apriyatna                    | F      | 70  | 80    |
| 6  | Aurel Vigo                   | F      | 70  | 45    |
| 7  | Darwis Mansya                | M      | 70  | 52    |
| 8  | Dewi Kirana                  | F      | 70  | 55    |
| 9  | Dhimas Febryan Bagaskara     | M      | 70  | 20    |
| 10 | Fadhillah Sunan              | M      | 70  | 60    |
| 11 | Firhand Ardhana Ridwan       | M      | 70  | 80    |
| 12 | Ida Priyanti                 | F      | 70  | 75    |
| 13 | Irham Pasya                  | M      | 70  | 60    |
| 14 | Kelvin Aditya Rahmadani      | M      | 70  | 64    |
| 15 | Lucky Musafik                | M      | 70  | 70    |
| 16 | M. Fadli Juansyah            | M      | 70  | 30    |
| 17 | M. Fathur Rizki              | M      | 70  | 60    |
| 18 | M. Yudhistira Pra Ega D.     | M      | 70  | 50    |
| 19 | Meisya Fristiana             | F      | 70  | 85    |
| 20 | Mita Maulia                  | F      | 70  | 60    |
| 21 | Muhammad Akbar Khoiri        | M      | 70  | 55    |
| 22 | Nabilla Rizky Aulia          | F      | 70  | 60    |
| 23 | Noval Ariyansyah             | M      | 70  | 75    |
| 24 | Putri Pratiwi Maysitha       | F      | 70  | 62    |
| 25 | Regita Putri Deki Liana Wati | F      | 70  | 58    |
| 26 | Reska Azizah                 | F      | 70  | 70    |
| 27 | Rizka Mahridho Fitri         | F      | 70  | 75    |
| 28 | Sujana Suratmin              | M      | 70  | 70    |
| 29 | Windi Ayu Lestari            | F      | 70  | 56    |
| 30 | Yudhi Setyanto               | M      | 70  | 30    |

Source SMKN 5 Bandar Lampung

### Appendix 3C Students' Writing Score XI MM3

#### Student's Score of Writing Procedure Text at the First Semester of SMKN 5 Bandar Lampung in Academic Year 2018/2019 XI MM3

| No | Student's Name           | Gender | KKM | Score |
|----|--------------------------|--------|-----|-------|
| 1  | Ahmad Ardhan Kurniawan   | M      | 70  | 55    |
| 2  | Anastasya Magdalena S.   | F      | 70  | 75    |
| 3  | Aviva Apriliana          | F      | 70  | 60    |
| 4  | Azzahra Ayu Kartika      | F      | 70  | 70    |
| 5  | Citra Ayu Nuraini        | F      | 70  | 75    |
| 6  | Diah Oktasari            | F      | 70  | 57    |
| 7  | Dita Wulandari           | F      | 70  | 40    |
| 8  | Fitria Herlina Ningrum   | F      | 70  | 45    |
| 9  | Helen Larissa            | F      | 70  | 50    |
| 10 | Indira Wika              | F      | 70  | 63    |
| 11 | Lala Apriyana            | F      | 70  | 60    |
| 12 | M. Amar Khadafi          | M      | 70  | 70    |
| 13 | Melina Sari              | F      | 70  | 75    |
| 14 | Mellysha                 | F      | 70  | 75    |
| 15 | Muhammad Dandi           | M      | 70  | 60    |
| 16 | Muhammad Fadhil F.       | M      | 70  | 55    |
| 17 | Nanda Amalia Arief       | F      | 70  | 57    |
| 18 | Nia Zulkarnain           | F      | 70  | 30    |
| 19 | Nopriansyah              | M      | 70  | 80    |
| 20 | Putri Handayani          | F      | 70  | 60    |
| 21 | Rafael Nathan H.         | M      | 70  | 60    |
| 22 | Safitri                  | F      | 70  | 56    |
| 23 | Yohannes Richard Febrian | M      | 70  | 85    |
| 24 | Yolla Adelia             | F      | 70  | 40    |

Source SMKN 5 Bandar Lampung

## Appendix 4 Syllabus Curriculum 13

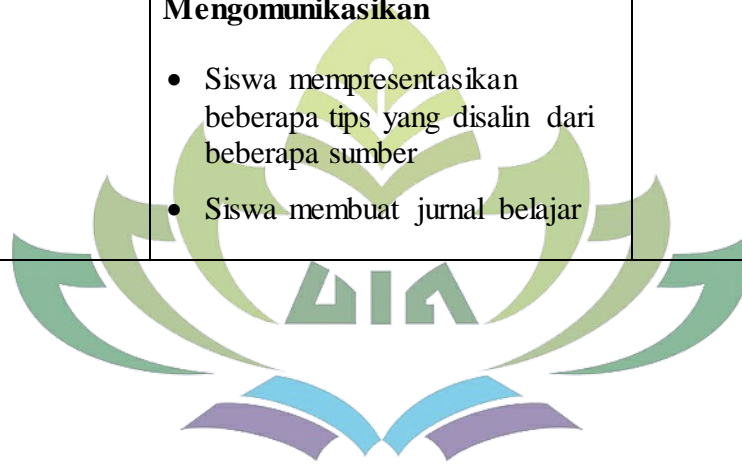
## Silabus Bahasa Inggris

|                    |   |
|--------------------|---|
| Satuan Pendidikan  | : SMKN 5 BANDAR LAMPUNG   |
| Kelas              | : XI (Sebelas)  |
| Mata Pelajaran     | : Bahasa Inggris  |
| Standar Kompetensi | : 4.18 Menyusun teks prosedur berbentuk manual dan kiat-kiat ( <i>tips</i> ), dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks. |

| Kompetensi Dasar   | Materi Pokok   | Pembelajaran  | Penilaian   | Alokasi Waktu | Sumber Belajar   |
|--|--|---|---|---------------|--|
| <p>3.18 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), sesuai dengan konteks penggunaannya.</p> <p>4.18 Menyusun teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai</p> | <p><b>Teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>)</b></p> <p><i>Tujuan komunikasi:</i><br/>menyelesaikan pekerjaan, secara lengkap dan urut.</p> <p><i>Struktur</i><br/>menyebutkan bahan/bagian dari benda yang dipaparkan secara lengkap, serta daftar langkah yang</p> | <p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa membaca/ membacakan/ mendengarkan berbagai macam manual dan tip.</li> <li>Siswa mengamati fungsi sosial, struktur, dan unsur kebahasaan dari teks prosedur yang dibaca, dibacakan, ditonton, dan didengar</li> </ul> <p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>Dengan pertanyaan pengarah dari guru, siswa mempertanyakan tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur</li> </ul> | <p><b>Kriteria penilaian:</b></p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks prosedur</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Cara Penilaian</b></p> | 8 JP          | <ul style="list-style-type: none"> <li>Forward Textbook for Vocational High School</li> <li>Manual dari berbagai produk</li> <li>CD/ Audio/ VCD</li> <li>Koran/ majalah berbahasa Inggris</li> <li>Sumber dari internet:<br/>- <a href="http://www.dailye">www.dailye</a></li> </ul> |

| Kompetensi Dasar | Materi Pokok  | Pembelajaran   | Penilaian   | Alokasi Waktu | Sumber Belajar  |
|------------------|---|--|---|---------------|---|
| konteks.         | <p>dilakukan</p> <p><i>Unsur Kebahasaan</i></p> <p>(1) simple present tense</p> <p>(2) imperative, Nomor yang menyatakan urutankata</p> <p>keterangan (ejaan, ucapan, intonasi, tekanan kata, tanda baca, tulisan tangan yang jelas dan rapi.</p> | <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa berlatih menggunakan kalimat imperative dalam memberikan tip secara lisan dan tulis</li> <li>Siswa membacakan manual dan tip kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan beberapa manual dan tips</li> <li>Dalam kerja kelompok terbimbing siswa membahas tentang masalah yang dihadapi pada saat membaca, mendengarkan, dan menuliskan manual dan tips dengan fokus pada tujuan komunikasi, struktur, dan unsur kebahasaan.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman</li> </ul> | <p><b>Observasi</b></p> <p>Tujuan untuk memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar dalam menyunting teks</li> <li>Kumpulan karya siswa yang mendukung proses penyuntingan teks prosedur berbentuk manual dan tips</li> <li>Kumpulan hasil tes dan latihan.</li> </ul> |               | <p><a href="http://english.com">english.com</a></p> <p>- <a href="http://americanenglish.state.gov/files/americanenglish/resource_files">http://americanenglish.state.gov/files/americanenglish/resource_files</a></p> <p>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></p> |

| Kompetensi Dasar | Materi Pokok | Pembelajaran  | Penilaian  | Alokasi Waktu | Sumber Belajar |
|------------------|--------------|---|--|---------------|----------------|
|                  |              | <p>tentang setiap permasalahan yang disampaikan dalam kerja kelompok.</p> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa mempresentasikan beberapa tips yang disalin dari beberapa sumber</li> <li>• Siswa membuat jurnal belajar</li> </ul> | <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: jurnal, komentar, atau bentuk penilaian lain</p> |               |                |





## Appendix 5 Lesson Plan for Experimental Class

### RENCANA PELAKSAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMK NEGERI 5 BANDAR LAMPUNG  
 Mata Pelajaran : Bahasa Inggris  
 Komp. Keahlian : Semua Jurusan  
 Kelas/Semester : XI/1 (Ganjil)  
 Tahun pelajaran : 2019/2020  
 Alokasi Waktu : 1 x 2 JP (90 Menit)

#### A. Kompetensi Inti

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif sesuai dengan bidang dan kajian/kerja bahasa inggris tingkat teknis, spesifik, detail, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.
4. Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan mutu kualitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif, dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik dibawah pengawasan langsung.

#### B. Kompetensi Dasar

- 3.18 Menganalisa fungsi sosial, struktur teks, dan unsur kebahasaan text procedure lisan dan tulis dengan memberi dan meminta informasi terkait manual penggunaan teknologi kiat-kiat (tips) sederhana sesuai konteks.

- 4.18 Menyusun teks procedure lisan dan bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips) dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai dengan konteks penggunaannya. pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

### **C. Indikator Pencapaian Kompetensi**

#### **Pengetahuan**

- Membaca (c1) fungsi sosial, struktur teks, dan unsur kebahasaan text procedure lisan dan tulis dengan memberi dan meminta informasi terkait manual penggunaan teknologi kiat-kiat (tips) sederhana.
- Mencontohkan (c2) fungsi sosial, struktur teks, dan unsur kebahasaan text procedure lisan dan tulis dengan memberi dan meminta informasi terkait manual penggunaan teknologi kiat-kiat (tips) sederhana.
- Menerapkan (c3) fungsi sosial, struktur teks, dan unsur kebahasaan text procedure lisan dan tulis dengan memberi dan meminta informasi terkait manual penggunaan teknologi kiat-kiat (tips) sederhana.
- Menganalisa (c4) fungsi sosial, struktur teks, dan unsur kebahasaan text procedure lisan dan tulis dengan memberi dan meminta informasi terkait manual penggunaan teknologi kiat-kiat (tips) sederhana.

#### **Keterampilan**

- Menulis teks procedure lisan dan bentuk manual terkait penggunaan teknologi dan kiat-kiat dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai dengan konteks penggunaannya.
- Mengemukakan teks procedure lisan dan bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips) dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai dengan konteks penggunaannya.

- Menyusun teks procedure lisan dan bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips) dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai dengan konteks penggunaannya.

#### **D. Tujuan Pembelajaran**

##### **Pengetahuan**

Dengan berdiskusi dan menggali informasi peserta didik dapat :

1. Membaca teks procedure lisan dan bentuk manual dengan rasa ingin tahu
2. Mencontohkan teks procedure lisan dan bentuk manual dengan rasa tanggung jawab
3. Menerapkan teks procedure lisan dan bentuk manual dengan mandiri
4. Menganalisa teks procedure lisan dan bentuk manual dengan teliti

##### **Keterampilan**

Setelah diberi contoh teks peserta didik :

1. Menuliskan teks procedure lisan dan bentuk manual dengan rasa ingin tahu
2. Menggunakan teks procedure dalam bentuk lisan dan bentuk manual
3. Menyusun teks procedure lisan dan bentuk manual dengan mandiri

#### **E. Materi Pembelajaran**

##### **Materi Pokok:**

1. Pengertian Prosedur Teks

‘Procedure text is a text to describe how something is accomplished’ (done through a sequence of actions or steps. Dan biasanya judul procedure text diawali dengan “*How to ....*“. Contohnya misalnya seperti “*How to make a cup of tea*” (Cara membuat secangkir tea), “*How to Use the Computer*” (Cara menggunakan komputer), dan masih banyak lagi contoh lainnya.

2. Ciri Prosedur Text adalah:

- a. menggunakan Simple Present Tense (S+V1)
- b. berbentuk imperative/bentuk perintah,
- c. menggunakan action verbs, contoh: *make, take, boil, cook,*
- d. menggunakan temporal conjunctions, contoh: *First, then, next, after that, last.*

3. Jenis-Jenis Prosedur Teks;

- a. Prosedur teks yang menjelaskan bagaimana sesuatu bekerja atau bagaimana menggunakan instruksi/operasi manual, misal: how to use computer.
- b. Prosedur teks yang menginstruksikan bagaimana melakukan aktivitas tertentu, misalnya: how to make a noodle, how to make a juice.

4. Generic Structures of Procedure Text are:

- a. Goal (the final purpose of doing the instruction )
- b. Materials Needed (ingredients, equipment to do instruction)
- c. Steps (a set of instruction to achieve the final purpose).

➤ **Contoh Procedure Text (First Meeting)**

**Goal** : How to Make Instant Noodle

**Ingredients** :

- One pack of instant noodle
- Water
- Stove
- Pan
- Bowl

**Steps:**

First, turn on the stove. Then, put the pan, fill it with 400cc of water, and boil the water. After the water is boiled, put in the noodle into the pan. Later, cook the noodle.

After 3 minutes, turn off the stove. Prepare a bowl and pour all the seasoning into a bowl. Then put in the noodle into bowl, mix with the seasoning, and stir well. If you want, you can add another garnish. Finally, your noodle is ready to be served.

➤ **Contoh Procedure Text (Second Meeting)**

**Goal** : How to Operate Printer

**Tools** :

1. Prepare a file you want to print (Available in the form of Microsoft Word, Excel or Power Point)
2. Printer
3. HVS (as required course)
4. Laptop or computer

**Steps:**

First, turn on your laptop in accordance with the applicable operating system. Don't forget to prepare the file that you want to print.

Second, turn on your printer (Make sure it is connected with electricity).

Put HVS that you have prepared in the appointed place.

Third, connect the USB cable from the printer to your Computer or Laptop.

Next, Click tab "File" located at the top corner. After that, click "Print".

Then, Click the icon with a picture printer. The last, a short delay due to the ongoing process of printing is happening. Then, the printing process has been completed.

➤ **Contoh Procedure Text (Third Meeting)**

**Goal** : How to Make Orange Juice

**Ingredients and Tools Needed:**

1. 6 fresh oranges
2. 40 grams sugar
3. 50 ml water
4. Blender
5. Glass

**Steps:**

First, peel the fresh oranges. Then, remove the seeds. Second, put the oranges, sugar, and water into blender. Blend all of the ingredients in the blender. Blend it for about 2 minutes. Third, prepare a glass and pour the juice into the glass. Finally, the original orange juice is ready to serve.

**F. Metode/Teknik Pembelajaran**

*Pair Check Technique*

**G. Media/Alat, Bahan, dan Sumber Belajar**

1. Buku ajar Forward for vocational school grade XI
2. [www.dailyenglish.com](http://www.dailyenglish.com)
3. Picture
4. White board, Board Marker
5. Paper

**H. Kegiatan Pembelajaran**

**Pertemuan Pertama (2JP)**

| Langkah Pembelajaran | Deskripsi                                      | Alokasi Waktu |
|----------------------|--|---------------|
| Kegiatan Pendahuluan | - Guru mengucapkan salam ketika memasuki kelas | 10 menit      |

|               |   |          |
|---------------|---|----------|
|               | <ul style="list-style-type: none"> <li>- Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.</li> <li>- Guru dan peserta didik berdo'a bersama</li> <li>- Guru memberikan motivasi peserta didik terkait materi yang akan dipelajari.</li> <li>- Guru memberikan gambaran tentang materi yang akan diajarkan.</li> <li>- Siswa menerima informasi kompetensi, materi, dan langkah pembelajaran yang akan dilaksanakan yaitu menggunakan <i>Pairs Check Technique</i>.</li> </ul>  |          |
| Kegiatan Inti | <p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>- Guru memberikan contoh bacaan text procedure dan memberikan beberapa informasi yang terdapat dalam text procedure "<i>How to make Instant Noodle</i>".</li> <li>- Peserta didik berusaha menemukan kaidah kebahasaan tentang fungsi sosial, struktur teks dan unsur kebahasaan teks procedure.</li> </ul> <p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>- Para peserta didik diberikan kesempatan bertanya apabila menemui kesulitan dalam mengerjakan tugas, baik kepada guru maupun temannya.</li> <li>- Guru memfasilitasi peserta didik aktif dengan memberikan tugas writing untuk mengidentifikasi text procedure.</li> </ul> | 70 menit |

|  |  |  |
|--|--|--|
|  | <p><b>Mengekspolarasi</b></p> <ul style="list-style-type: none"> <li>- Peserta didik dibagi kedalam kelompok terdiri dari 4 orang. Setiap kelompok di bagi lagi kedalam bentuk berpasangan yaitu 2 orang.</li> <li>- Secara berkelompok peserta didik mendiskusikan social function, text structure and language feature tentang text procedure yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>- Secara berkelompok peserta didik mendiskusikan kosa kata, gagasan utama, topik yang tepat sesuai dengan tema tulisan mereka.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>- Siswa membuat text procedure dengan topik <i>How to make some foods</i> secara individu.</li> <li>- Setelah selesai menulis, guru meminta peserta didik untuk menukar kertas text procedure mereka kepada masing-masing pasangannya.</li> <li>- Peserta didik bergantian peran sebagai pelatih dan partner dan mengecek hasil pekerjaan temannya dan guru berkeliling untuk mengontrol kelas. Partner bertanggung jawab mengecek hasil pekerjaan partner dan memberikan</li> </ul> |  |
|--|--|--|



|         |  |          |
|---------|--|----------|
|         | <p>masuk/penjelasan sementara partner mendengarkan dan memahami penjelasan tersebut.</p> <ul style="list-style-type: none"> <li>- Peserta didik saling memberikan feedback atau membenaran terhadap hasil pekerjaan pasangannya.</li> <li>- Guru meminta peserta didik mengembalikan text procedure kepada pemiliknya untuk kemudian direvisi.</li> <li>- Peserta didik merivisi hasil akhir draft mereka setelah di check dan diberi feedback dari temannya.</li> </ul> |          |
| Penutup | <ul style="list-style-type: none"> <li>- Peserta didik diminta untuk menanyakan kesulitan mereka dalam memahami materi yang di berikan.</li> <li>- Melaksanakan penilaian dan refleksi dengan mengajukan pertanyaan berdasarkan materi yang telah disampaikan.</li> <li>- Beberapa siswa diminta untuk membuat kesimpulan tentang materi yang telah dipelajari.</li> <li>- Menutup pelajaran dengan berdoa.</li> </ul>   | 10 menit |

### Pertemuan Kedua (2JP)

| Langkah Pembelajaran | Deskripsi  | Alokasi Waktu |
|----------------------|--|---------------|
| Kegiatan Pendahuluan | <ul style="list-style-type: none"> <li>- Guru mengucapkan salam ketika memasuki kelas</li> <li>- Menyiapkan peserta didik secara psikis</li> </ul> | 10 menit      |

|               |  |          |
|---------------|--|----------|
|               | <p>dan fisik untuk mengikuti proses pembelajaran.</p> <ul style="list-style-type: none"> <li>- Guru dan peserta didik berdo'a bersama</li> <li>- Guru memberikan motivasi peserta didik terkait materi yang akan dipelajari.</li> <li>- Guru memberikan gambaran tentang materi yang akan diajarkan.</li> <li>- Siswa menerima informasi kompetensi, materi, dan langkah pembelajaran yang akan dilaksanakan yaitu menggunakan <i>Pairs Check Technique</i>.</li> </ul>  |          |
| Kegiatan Inti | <p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>- Guru memberikan contoh bacaan text procedure dan memberikan beberapa informasi yang terdapat dalam text procedure "<i>How to Operate Printer</i>".</li> <li>- Peserta didik berusaha menemukan kaidah kebahasaan tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks procedure.</li> </ul> <p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>- Para peserta didik diberikan kesempatan bertanya apabila menemui kesulitan dalam memahami materi, baik kepada guru maupun temannya.</li> <li>- Guru memfasilitasi peserta didik aktif dengan memberikan tugas writing untuk mengidentifikasi text procedure.</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>- Peserta didik dibagi kedalam kelompok terdiri dari 4 orang. Setiap kelompok di</li> </ul> | 70 menit |

|  |  |  |
|--|--|--|
|  | <p>bagi lagi kedalam bentuk berpasangan yaitu 2 orang.</p> <ul style="list-style-type: none"> <li>- Secara berkelompok peserta didik mendiskusikan social function, text structure and language feature tentang text procedure yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>- Secara berkelompok peserta didik mendiskusikan kosa kata, gagasan utama, topik yang tepat sesuai dengan tema tulisan mereka.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>- Siswa membuat text procedure dengan topik <i>How to make manual instructions</i> secara individu.</li> <li>- Setelah selesai menulis, guru meminta peserta didik untuk menukar kertas text procedure mereka kepada masing-masing pasangannya.</li> <li>- Peserta didik bergantian peran sebagai pelatih dan partner dan mengecek hasil pekerjaan temannya dan guru berkeliling untuk mengontrol kelas. Pelatih bertanggung jawab mengecek hasil pekerjaan partner dan memberikan masukan/penjelasan sementara partner mendengarkan dan memahami penjelasan tersebut.</li> </ul> |  |
|--|--|--|

|         |  |          |
|---------|--|----------|
|         | <ul style="list-style-type: none"> <li>- Peserta didik saling memberikan feedback atau membenaran terhadap hasil pekerjaan pasangannya.</li> <li>- Guru meminta peserta didik mengembalikan text procedure kepada pemiliknya untuk kemudian direvisi.</li> <li>- Peserta didik merivisi hasil akhir draft mereka setelah di check dan diberi feedback dari temannya.</li> </ul>  |          |
| Penutup | <ul style="list-style-type: none"> <li>- Peserta didik diminta untuk menanyakan kesulitan mereka dalam memahami materi yang di berikan.</li> <li>- Melaksanakan penilaian dan refleksi dengan mengajukan pertanyaan berdasarkan materi yang telah disampaikan.</li> <li>- Beberapa siswa diminta untuk membuat kesimpulan tentang materi yang telah dipelajari.</li> <li>- Menutup pelajaran dengan berdoa.</li> </ul> | 10 menit |

### Pertemuan Ketiga (2JP)

| Langkah Pembelajaran | Deskripsi   | Alokasi Waktu |
|----------------------|---|---------------|
| Kegiatan Pendahuluan | <ul style="list-style-type: none"> <li>- Guru mengucapkan salam ketika memasuki kelas</li> <li>- Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.</li> <li>- Guru dan peserta didik berdo'a bersama</li> </ul> | 10 menit      |

|               |  |          |
|---------------|--|----------|
|               | <ul style="list-style-type: none"> <li>- Guru memberikan motivasi peserta didik terkait materi yang akan dipelajari.</li> <li>- Guru memberikan gambaran tentang materi yang akan diajarkan.</li> <li>- Siswa menerima informasi kompetensi, materi, dan langkah pembelajaran yang akan dilaksanakan yaitu menggunakan <i>Pairs Check Technique</i>.</li> </ul>  |          |
| Kegiatan Inti | <p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>- Guru memberikan contoh bacaan text procedure dan memberikan beberapa informasi yang terdapat dalam text procedure "<i>How to make Orange Juice</i>".</li> <li>- Peserta didik berusaha menemukan kaidah kebahasaan tentang fungsi sosial, struktur teks dan unsur kebahasaan teks procedure.</li> </ul> <p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>- Para peserta didik diberikan kesempatan bertanya apabila menemui kesulitan dalam mengerjakan tugas, baik kepada guru maupun temannya.</li> <li>- Guru memfasilitasi peserta didik aktif dengan memberikan tugas writing untuk mengidentifikasi text procedure.</li> </ul> <p><b>Mengekspolarasi</b></p> <ul style="list-style-type: none"> <li>- Peserta didik dibagi kedalam kelompok terdiri dari 4 orang. Setiap kelompok di bagi lagi kedalam bentuk berpasangan yaitu 2 orang.</li> <li>- Secara berkelompok peserta didik</li> </ul> | 70 menit |

|  |   |  |
|--|---|--|
|  | <p>mendiskusikan social function, text structure and language feature tentang text procedure yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>- Secara berkelompok peserta didik mendiskusikan kosa kata, gagasan utama, topik yang tepat sesuai dengan tema tulisan mereka.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>- Siswa membuat text procedure dengan topik <i>How to make some drinks</i> secara individu.</li> <li>- Setelah selesai menulis, guru meminta peserta didik untuk menukar kertas text procedure mereka kepada masing-masing pasangannya.</li> <li>- Peserta didik bergantian peran sebagai pelatih dan partner dan mengecek hasil pekerjaan temannya dan guru berkeliling untuk mengontrol kelas. Partner bertanggung jawab mengecek hasil pekerjaan partner dan memberikan masukan/penjelasan sementara partner mendengarkan dan memahami penjelasan tersebut.</li> <li>- Peserta didik saling memberikan feedback atau pembenaran terhadap hasil pekerjaan pasangannya.</li> </ul> |  |
|--|---|--|

|         |  |          |
|---------|--|----------|
|         | <ul style="list-style-type: none"> <li>- Guru meminta peserta didik mengembalikan text procedure kepada pemiliknya untuk kemudian direvisi.</li> <li>- Peserta didik merevisi hasil akhir draft mereka setelah di check dan diberi feedback dari temannya.</li> </ul>  |          |
| Penutup | <ul style="list-style-type: none"> <li>- Peserta didik diminta untuk menanyakan kesulitan mereka dalam memahami materi yang di berikan.</li> <li>- Melaksanakan penilaian dan refleksi dengan mengajukan pertanyaan berdasarkan materi yang telah disampaikan.</li> <li>- Beberapa siswa diminta untuk membuat kesimpulan tentang materi yang telah dipelajari.</li> <li>- Menutup pelajaran dengan berdoa.</li> </ul> | 10 menit |

## I. Penilaian Hasil Pembelajaran

1. Tehnik Penilaian : Text Tertulis
2. Bentuk Instrument : Menulis Text
3. Penilaian

- a. Pertemuan Pertama

Siswa diminta untuk membuat procedure text dengan topik *how to make some foods*.

- b. Pertemuan Kedua

Siswa diminta untuk membuat procedure text dengan topik *how to do manual instructions*.

- c. Pertemuan Ketiga

Siswa diminta untuk membuat procedure text dengan topic *how to make some drinks*.

## 4. Instrument Penilaian:

Genre : Procedure Text

Time Allocation: 90 minutes

Instructions:

- a) Work in pair.
- b) Write a procedure text about the topic provided.
- c) After you finish your draft, exchange your work with the other pair.
- d) Read your friends' draft.
- e) Underline word, phrase or sentence that are not correct or that are difficult to understand.
- f) Check your friends' draft in the aspect of grammar, spelling and punctuation.
- g) Return your friends' draft after you finish checking it.
- h) After you get your own draft, consider the points from the other pair's comment; add them to your rough draft. Then write the final draft of your composition.
- i) You may use your vocabulary.

## 5. Pedoman Penskoran:

| No | Aspek        | Deskripsi   | Skor |
|----|--------------|---|------|
| 1  | Content      | Isi sesuai dengan tujuan  | 20   |
| 2  | Organization | Ketepatan pengungkapan ide-ide dan kalimat pendukung dan paragraph. | 20   |
| 3  | Vocabulary   | Ketepatan penggunaan kosa kata                                      | 20   |



|   |               |  |     |
|---|---------------|--|-----|
| 4 | Language use  | Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang dipakai sehingga kalimat yang ditulis efektif dan mudah dipahami. | 30  |
| 5 | Mechanics     | Ketepatan tanda baca dan ejaan.  | 10  |
|   | <b>Jumlah</b> |  | 100 |

Bandar Lampung, 06 Agustus 2019

Mengetahui,

Guru Bahasa Inggris

Mahasiswi Peneliti,

Aslinawati, S.P.d

NIP. 19810825 201001 2 022

Risalatun Koni'ah

NPM. 1511040324



Drs. Rusdi HS, MT

NIP.19630801 198903 1 006

## Appendix 6 Lesson Plan for Control Class

### RENCANA PELAKSAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMK NEGERI 5 BANDAR LAMPUNG  
 Mata Pelajaran : Bahasa Inggris  
 Komp. Keahlian : Semua Jurusan  
 Kelas/Semester : XI/1 (Ganjil)  
 Tahun pelajaran : 2019/2020  
 Alokasi Waktu : 1 x 2 JP (90 Menit)

#### A. Kompetensi Inti

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif sesuai dengan bidang dan kajian/kerja bahasa inggris tingkat teknis, spesifik, detail, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.
4. Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan mutu kualitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif, dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik dibawah pengawasan langsung.

#### B. Kompetensi Dasar

- 3.18 Menganalisa fungsi sosial, struktur teks, dan unsur kebahasaan text procedure lisan dan tulis dengan memberi dan meminta informasi terkait

manual penggunaan teknologi kiat-kiat (tips) sederhana sesuai konteks.

- 4.18 Menyusun teks procedure lisan dan bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips) dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai dengan konteks penggunaannya. pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

### **C. Indikator Pencapaian Kompetensi**

#### **Pengetahuan**

- Membaca (c1) fungsi sosial, struktur teks, dan unsur kebahasaan text procedure lisan dan tulis dengan memberi dan meminta informasi terkait manual penggunaan teknologi kiat-kiat (tips) sederhana.
- Mencontohkan (c2) fungsi sosial, struktur teks, dan unsur kebahasaan text procedure lisan dan tulis dengan memberi dan meminta informasi terkait manual penggunaan teknologi kiat-kiat (tips) sederhana.
- Menerapkan (c3) fungsi sosial, struktur teks, dan unsur kebahasaan text procedure lisan dan tulis dengan memberi dan meminta informasi terkait manual penggunaan teknologi kiat-kiat (tips) sederhana.
- Menganalisa (c4) fungsi sosial, struktur teks, dan unsur kebahasaan text procedure lisan dan tulis dengan memberi dan meminta informasi terkait manual penggunaan teknologi kiat-kiat (tips) sederhana.

#### **Keterampilan**

- Menulis teks procedure lisan dan bentuk manual terkait penggunaan teknologi dan kiat-kiat dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai dengan konteks penggunaannya.
- Mengemukakan teks procedure lisan dan bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips) dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai dengan

konteks penggunaannya.

- Menyusun teks procedure lisan dan bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips) dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai dengan konteks penggunaannya.

#### **D. Tujuan Pembelajaran**

##### **Pengetahuan**

Dengan berdiskusi dan menggali informasi peserta didik dapat :

1. Membaca teks procedure lisan dan bentuk manual dengan rasa ingin tahu
2. Mencontohkan teks procedure lisan dan bentuk manual dengan rasa tanggung jawab
3. Menerapkan teks procedure lisan dan bentuk manual dengan mandiri
4. Menganalisa teks procedure lisan dan bentuk manual dengan teliti

##### **Keterampilan**

Setelah diberi contoh teks peserta didik :

1. Menuliskan teks procedure lisan dan bentuk manual dengan rasa ingin tahu
2. Menggunakan teks procedure dalam bentuk lisan dan bentuk manual
3. Menyusun teks procedure lisan dan bentuk manual dengan mandiri

#### **E. Materi Pembelajaran**

##### **Materi Pokok:**

##### **1. Pengertian Prosedur Teks**

‘Procedure text is a text to describe how something is accomplished’ (done through a sequence of actions or steps. Dan biasanya judul procedure text diawali dengan “*How to ....*“. Contohnya misalnya seperti “*How to make a cup of tea*” (Cara membuat secangkir tea), “*How to Use the Computer*” (Cara menggunakan komputer), dan masih banyak lagi contoh lainnya.

## 2. Ciri Prosedur Text adalah:

- a. menggunakan Simple Present Tense (S+V1)
- b. berbentuk imperative/bentuk perintah,
- c. menggunakan action verbs, contoh: *make, take, boil, cook,*
- d. menggunakan temporal conjunctions, contoh: *First, then, next, after that, last.*

## 3. Jenis-Jenis Prosedur Teks

- a. Prosedur teks yang menjelaskan bagaimana sesuatu bekerja atau bagaimana menggunakan instruksi/operasi manual, misal: how to use computer.
- b. Prosedur teks yang menginstruksikan bagaimana melakukan aktivitas tertentu, misalnya: how to make a noodle, how to make a juice.

## 4. Generic Structures of Procedure Text are:

- a. Goal (the final purpose of doing the instruction )
- b. Material (ingredients, equipment to do instruction)
- c. Steps (a set of instruction to achieve the final purpose).

### ➤ Contoh Procedure Text (First Meeting)

**Goal** : How to Make Instant Noodle

**Ingredients** :

- One pack of instant noodle
- Water
- Stove
- Pan
- Bowl

#### **Steps:**

First, turn on the stove. Then, put the pan, fill it with 400cc of water, and boil the water. After the water is boiled, put in the noodle into the pan. Later, cook the noodle.

**Steps:**

First, turn on the stove. Then, put the pan, fill it with 400cc of water, and boil the water. After the water is boiled, put in the noodle into the pan. Later, cook the noodle.

After 3 minutes, turn off the stove. Prepare a bowl and pour all the seasoning into a bowl. Then put in the noodle into bowl, mix with the seasoning, and stir well. If you want, you can add another garnish. Finally, your noodle is ready to be served.

**➤ Contoh Procedure Text (Second Meeting)**

**Goal** : How to Operate Printer

**Tools need to be prepared:**

1. Prepare a file you want to print (Available in the form of Microsoft Word, Excel or Power Point)
2. Printer
3. HVS (as required course)
4. Laptop or computer

**Steps:**

First, turn on your laptop in accordance with the applicable operating system. Don't forget to prepare the file that you want to print.

Second, turn on your printer (Make sure it is connected with electricity).

Put HVS that you have prepared in the appointed place.

Third, connect the USB cable from the printer to your Computer or Laptop.

Next, Click tab "File" located at the top corner. After that, click "Print".

Then, Click the icon with a picture printer. The last, a short delay due to the ongoing process of printing is happening. Then, the printing process has been completed.

➤ **Contoh Procedure Text (Third Meeting)**

**Goal : How to Make Orange Juice**

**Ingredients and Tools Needed:**

1. 6 fresh oranges
2. 40 grams sugar
3. 50 ml water
4. Blender
5. Glass

**Steps:**

First, peel the fresh oranges. Then, remove the seeds. Second, put the oranges, sugar, and water into blender. Blend all of the ingredients in the blender. Blend it for about 2 minutes. Third, prepare a glass and pour the juice into the glass. Finally, the original orange juice is ready to serve.

**F. Metode/Teknik Pembelajaran**

*Self-Correction Technique*

**G. Media/Alat, Bahan, dan Sumber Belajar**

1. Buku ajar Forward for vocational school grade XI
2. [www.dailyenglish.com](http://www.dailyenglish.com)
3. Picture
4. White board, Board Marker
5. Paper

**H. Kegiatan Pembelajaran**

**Pertemuan Pertama (2JP)**

| Langkah Pembelajaran | Deskripsi | Alokasi Waktu |
|----------------------|-----------|---------------|
|----------------------|-----------|---------------|

|                             |   |                 |
|-----------------------------|---|-----------------|
| <p>Kegiatan Pendahuluan</p> | <ul style="list-style-type: none"> <li>- Guru mengucapkan salam ketika memasuki kelas</li> <li>- Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.</li> <li>- Guru dan peserta didik berdo'a bersama</li> <li>- Guru memberikan motivasi peserta didik terkait materi yang akan dipelajari.</li> <li>- Guru memberikan gambaran tentang materi yang akan diajarkan.</li> <li>- Siswa menerima informasi kompetensi, materi, dan langkah pembelajaran yang akan dilaksanakan.</li> </ul>   | <p>10 menit</p> |
| <p>Kegiatan Inti</p>        | <p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>- Guru memberikan contoh bacaan text procedure dan memberikan beberapa informasi yang terdapat dalam text procedure <i>"How to make Instant Noodle"</i>.</li> <li>- Peserta didik berusaha menemukan kaidah kebahasaan tentang fungsi sosial, struktur teks dan unsur kebahasaan teks procedure.</li> </ul> <p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>- Para peserta didik diberikan kesempatan bertanya apabila menemui kesulitan dalam mengerjakan tugas, baik kepada guru maupun temannya.</li> <li>- Guru memfasilitasi peserta didik aktif dengan memberikan tugas writing untuk mengidentifikasi text procedure.</li> </ul> | <p>70 menit</p> |



|         |   |          |
|---------|---|----------|
|         | <p><b>Mengekspolarasi</b></p> <ul style="list-style-type: none"> <li>- Peserta didik mendiskusikan social function, text structure and language feature tentang text procedure yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>- Peserta didik mendiskusikan kosa kata, gagasan utama, topik yang tepat sesuai dengan tema tulisan mereka.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>- Siswa membuat text procedure dengan topik <i>How to make some foods</i>.</li> <li>- Setelah selesai menulis, guru meminta peserta didik untuk mengoreksi hasil tulisan masing-masing berdasarkan beberapa penjelasan dari guru dan menyadari kesalahan yang mereka lakukan di procedure text yang telah dibuat.</li> <li>- Guru menilai hasil pekerjaan dan koreksian masing-masing peserta didik.</li> </ul> |          |
| Penutup | <ul style="list-style-type: none"> <li>- Peserta didik diminta untuk menanyakan kesulitan mereka dalam memahami materi yang di berikan.</li> <li>- Melaksanakan penilaian dan refleksi dengan mengajukan pertanyaan berdasarkan materi yang telah disampaikan.</li> <li>- Beberapa siswa diminta untuk membuat</li> </ul>   | 10 menit |

|  |  |  |
|--|--|--|
|  | kesimpulan tentang materi yang telah dipelajari.<br>- Menutup pelajaran dengan berdoa. |  |
|--|--|--|

### Pertemuan Kedua (2JP)

| Langkah Pembelajaran | Deskripsi   | Alokasi Waktu |
|----------------------|---|---------------|
| Kegiatan Pendahuluan | <ul style="list-style-type: none"> <li>- Guru mengucapkan salam ketika memasuki kelas</li> <li>- Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.</li> <li>- Guru dan peserta didik berdo'a bersama</li> <li>- Guru memberikan motivasi peserta didik terkait materi yang akan dipelajari.</li> <li>- Guru memberikan gambaran tentang materi yang akan diajarkan.</li> <li>- Siswa menerima informasi kompetensi, materi, dan langkah pembelajaran yang akan dilaksanakan.</li> </ul> | 10 menit      |
| Kegiatan Inti        | <p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>- Guru memberikan contoh bacaan text procedure dan memberikan beberapa informasi yang terdapat dalam text procedure "<i>How to Operate Printer</i>".</li> <li>- Peserta didik berusaha menemukan kaidah kebahasaan tentang fungsi sosial, struktur teks dan unsur kebahasaan teks procedure.</li> </ul>  | 70 menit      |

|  |  |  |
|--|--|--|
|  | <p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>- Para peserta didik diberikan kesempatan bertanya apabila menemui kesulitan dalam mengerjakan tugas, baik kepada guru maupun temannya.</li> <li>- Guru memfasilitasi peserta didik aktif dengan memberikan tugas writing untuk mengidentifikasi text procedure.</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>- Peserta didik mendiskusikan social function, text structure and language feature tentang text procedure yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>- Peserta didik mendiskusikan kosa kata, gagasan utama, topik yang tepat sesuai dengan tema tulisan mereka.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>- Siswa membuat text procedure dengan topik <i>How to do manual instructions</i>.</li> <li>- Setelah selesai menulis, guru meminta peserta didik untuk mengoreksi hasil tulisan masing-masing berdasarkan beberapa penjelasan dari guru dan menyadari kesalahan yang mereka lakukan di procedure text yang telah dibuat.</li> <li>- Guru menilai hasil pekerjaan dan koreksian masing-masing peserta didik.</li> </ul> |  |
|--|--|--|

|         |  |          |
|---------|--|----------|
| Penutup | <ul style="list-style-type: none"> <li>- Peserta didik diminta untuk menanyakan kesulitan mereka dalam memahami materi yang di berikan.</li> <li>- Melaksanakan penilaian dan refleksi dengan mengajukan pertanyaan berdasarkan materi yang telah disampaikan.</li> <li>- Beberapa siswa diminta untuk membuat kesimpulan tentang materi yang telah dipelajari.</li> <li>- Menutup pelajaran dengan berdoa.</li> </ul> | 10 menit |
|---------|--|----------|

### Pertemuan Ketiga (2JP)

| Langkah Pembelajaran | Deskripsi   | Alokasi Waktu |
|----------------------|---|---------------|
| Kegiatan Pendahuluan | <ul style="list-style-type: none"> <li>- Guru mengucapkan salam ketika memasuki kelas</li> <li>- Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.</li> <li>- Guru dan peserta didik berdo'a bersama</li> <li>- Guru memberikan motivasi peserta didik terkait materi yang akan dipelajari.</li> <li>- Guru memberikan gambaran tentang materi yang akan diajarkan.</li> <li>- Siswa menerima informasi kompetensi, materi, dan langkah pembelajaran yang akan dilaksanakan.</li> </ul> | 10 menit      |
| Kegiatan Inti        | <b>Mengamati</b> <ul style="list-style-type: none"> <li>- Guru memberikan contoh bacaan text</li> </ul>   | 70 menit      |

|  |  |  |
|--|--|--|
|  | <p>procedure dan memberikan beberapa informasi yang terdapat dalam text procedure <i>"How to make Orange Juice"</i>.</p> <ul style="list-style-type: none"> <li>- Peserta didik berusaha menemukan kaidah kebahasaan tentang fungsi sosial, struktur teks dan unsur kebahasaan teks procedure.</li> </ul> <p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>- Para peserta didik diberikan kesempatan bertanya apabila menemui kesulitan dalam mengerjakan tugas, baik kepada guru maupun temannya.</li> <li>- Guru memfasilitasi peserta didik aktif dengan memberikan tugas writing untuk mengidentifikasi text procedure.</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>- Peserta didik mendiskusikan social function, text structure and language feature tentang text procedure yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>- Peserta didik mendiskusikan kosa kata, gagasan utama, topik yang tepat sesuai dengan tema tulisan mereka.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>- Siswa membuat text procedure dengan topik <i>How to make some drinks</i>.</li> <li>- Setelah selesai menulis, guru meminta peserta didik untuk mengoreksi hasil</li> </ul> |  |
|--|--|--|

|         |  |          |
|---------|--|----------|
|         | <p>tulisan masing-masing berdasarkan beberapa penjelasan dari guru dan menyadari kesalahan yang mereka lakukan di procedure text yang telah dibuat.</p> <ul style="list-style-type: none"> <li>- Guru menilai hasil pekerjaan dan koreksian masing-masing peserta didik.</li> </ul>  |          |
| Penutup | <ul style="list-style-type: none"> <li>- Peserta didik diminta untuk menanyakan kesulitan mereka dalam memahami materi yang di berikan.</li> <li>- Melaksanakan penilaian dan refleksi dengan mengajukan pertanyaan berdasarkan materi yang telah disampaikan.</li> <li>- Beberapa siswa diminta untuk membuat kesimpulan tentang materi yang telah dipelajari.</li> <li>- Menutup pelajaran dengan berdoa.</li> </ul> | 10 menit |

## I. Penilaian Hasil Pembelajaran

1. Tehnik Penilaian : Text Tertulis
2. Bentuk Instrument : Menulis Text
3. Penilaian

### a. Pertemuan Pertama

Siswa diminta untuk membuat procedure text dengan topik *how to make some foods*.

### b. Pertemuan Kedua

Siswa diminta untuk membuat procedure text dengan topik *how to do manual instructions*.

### c. Pertemuan Ketiga

Siswa diminta untuk membuat procedure text dengan topic *how to make some drinks*.

4. Penilaian:

| No            | Aspek        | Deskripsi  | Skor |
|---------------|--------------|--|------|
| 1             | Content      | Isi sesuai dengan tujuan   | 20   |
| 2             | Organization | Ketepatan pengungkapan ide-ide dan kalimat pendukung dan paragraph.  | 20   |
| 3             | Vocabulary   | Ketepatan penggunaan kosa kata   | 20   |
| 4             | Language use | Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang dipakai sehingga kalimat yang ditulis efektif dan mudah dipahami. | 30   |
| 5             | Mechanics    | Ketepatan tanda baca dan ejaan.  | 10   |
| <b>Jumlah</b> |              |  | 100  |

Bandar Lampung, 06 Agustus 2019

Mengetahui,

Guru Bahasa Inggris

Mahasiswa Peneliti,

Aslinawati, S. P.d

NIP. 19810825 201001 2 022

Risalatun Koni'ah

NPM. 1511040324

Waka Kurikulum

Drs. Rusdi HS, MT

NIP.19630801 198903 1 006

## Appendix 7A

### Instrument for Pre-Test

Name :

Class :

Subject : English

Sub Matter : Writing

Time Allocation : 90 Minutes

#### Direction:

1. Write your name and your class early on the paper.
2. Use your time adequately.
3. Work individually.

#### Instruction:

1. Write a procedure text consist of 100 words or more.
2. Your text will be measured by 5 aspects of writing (content, organization, vocabulary, language and mechanics)
3. Write your text by covering the generic structure of procedure text (aim/goals, a list material needed, sequence of steps)
4. Write your procedure text by choosing one of three topics below:
  - a. How to take a Good Picture from DSLR
  - b. How to make Fried Chicken
  - c. How to make Mango Juice



**Appendix 7B****Instrument for Post-Test**

Name :

Class :

Subject : English

Sub Matter : Writing

Time Allocation : 90 Minutes

**Direction:**

1. Write your name and your class early on the paper.
2. Use your time adequately.
3. Work individually.

**Instruction:**

1. Write a procedure text consist of 100 words or more.
2. Your text will be measured by 5 aspects of writing (content, organization, vocabulary, language and mechanics)
3. Write your text by covering the generic structure of procedure text (aim/goals, a list material needed, sequence of steps)
4. Write your procedure text by choosing one of three topics below:
  - a. How to insert SIM Card in a Cell Phone
  - b. How to make Pancakes
  - c. How to make Milkshake

### Expert Validation Form for Writing Test

#### Direction:

For each question, please give your response by thicking (√) a box representing your choice.

| No | Questions  | Yes | No | Comment |
|----|--|-----|----|---------|
| 1  | Do the direction and instruction of the test instrument clear enough?  |     |    |         |
| 2  | Do the time allocation quite effective?  |     |    |         |
| 3  | Do the indicators in the test instrument have covered generic structure that consist of aim or goal, list material needed and sequence of step measured? |     |    |         |
| 4  | Do the indicators in the test instrument have covered all aspect of writing that consists of content, organization, vocabulary, language and mechanics?  |     |    |         |
| 5  | Are the topics appropriate?  |     |    |         |

#### General Comments

Please give any general comment of suggestion you may have concerning this test development.

.....  
 .....  
 .....

Validator

Nurul Puspita, M.Pd

## Appendix 10A

### Readability of the Writing Test

**Name** :

**Class** :

Based on the instrument of writing essay writing test, please answer the following question.

| No | Question   | Yes | No | Scale (1-10) | Comment |
|----|--|-----|----|--------------|---------|
| 1  | Apakah anda paham dengan petunjuk (instruction) poin pertama ? |     |    |              |         |
| 2  | Apakah anda paham dengan petunjuk (instruction) poin kedua ?   |     |    |              |         |
| 3  | Apakah anda paham dengan petunjuk (instruction) poin ketiga ?  |     |    |              |         |
| 4  | Apakah anda paham dengan perintah (direction) no 1 ?           |     |    |              |         |
| 5  | Apakah anda paham dengan perintah (direction) no 2 ?           |     |    |              |         |
| 6  | Apakah anda paham dengan perintah (direction) no 3 ?           |     |    |              |         |
| 7  | Apakah anda paham dengan perintah (direction) no 4 ?           |     |    |              |         |

**\*1 Describe an item that is easy to read and 10 describes an item that is difficult to read.**

## Appendix 10B

### Sample of Readability Students

**Name** :

**Class** :

Based on the instrument of writing essay writing test, please answer the following question.

| No | Question   | Yes | No | Scale (1-10) | Comment |
|----|--|-----|----|--------------|---------|
| 1  | Apakah anda paham dengan petunjuk (instruction) poin pertama ? |     |    |              |         |
| 2  | Apakah anda paham dengan petunjuk (instruction) poin kedua ?   |     |    |              |         |
| 3  | Apakah anda paham dengan petunjuk (instruction) poin ketiga ?  |     |    |              |         |
| 4  | Apakah anda paham dengan perintah (direction) no 1 ?           |     |    |              |         |
| 5  | Apakah anda paham dengan perintah (direction) no 2 ?           |     |    |              |         |
| 6  | Apakah anda paham dengan perintah (direction) no 3 ?           |     |    |              |         |
| 7  | Apakah anda paham dengan perintah (direction) no 4 ?           |     |    |              |         |

**\*1 Describe an item that is easy to read and 10 describes an item that is difficult to read.**

## Appendix 9A

### Students' Name in Control Class

| No | Students' Name          | Gender | Code |
|----|-------------------------|--------|------|
| 1  | Afif Al Kasmidi         | M      | C-1  |
| 2  | Agus Saputra            | M      | C-2  |
| 3  | Aisah                   | F      | C-3  |
| 4  | Alfajri Bintang Firdaus | M      | C-4  |
| 5  | Alin Adrestin           | F      | C-5  |
| 6  | Amiziah Sartika         | F      | C-6  |
| 7  | Andre Pratama           | M      | C-7  |
| 8  | Bela Afradina           | F      | C-8  |
| 9  | Choirunnas Sidik        | M      | C-9  |
| 10 | Demas Haqdun Ghali      | M      | C-10 |
| 11 | Deva Eka Riani          | F      | C-11 |
| 12 | Dimas Aditya            | M      | C-12 |
| 13 | Dwi Nanda Agustia       | F      | C-13 |
| 14 | Eva Dwiyanti            | F      | C-14 |
| 15 | Fani Sari Puspita       | F      | C-15 |
| 16 | Hafizzarahman           | M      | C-16 |
| 17 | Hefnita Hermansyah      | F      | C-17 |
| 18 | Hendry Kurniawan        | M      | C-18 |
| 19 | Izsa Beta Salaza        | F      | C-19 |
| 20 | Jenny Silvia            | F      | C-20 |
| 21 | Lupika Sari             | F      | C-21 |
| 22 | Lusi Efrilia Rahma      | F      | C-22 |
| 23 | M. Firdaus Ade Saputra  | M      | C-23 |
| 24 | Maya Salsabila          | F      | C-24 |
| 25 | Mega Ayu Setiawati      | F      | C-25 |
| 26 | Mustika Ayu             | F      | C-26 |
| 27 | Nanda Aulia             | F      | C-27 |
| 28 | Natasha                 | F      | C-28 |
| 29 | Novanda Safitri         | F      | C-29 |
| 30 | Novita Sari             | F      | C-30 |
| 31 | Rosya Ferdalita         | F      | C-31 |
| 32 | Sherla Gladis           | F      | C-32 |
| 33 | Siti Fatimah Nurhidayat | F      | C-33 |
| 34 | Sulthon Arielfigo       | M      | C-34 |
| 35 | Syakira Trisa Putri     | F      | C-35 |
| 36 | Wahyu Ramadhan          | M      | C-36 |

## Appendix 9B

### Students' Name in Experimental Class

| No | Students' Name                | Gender | Code |
|----|-------------------------------|--------|------|
| 1  | Abil Haris                    | M      | E-1  |
| 2  | Adelia Safitri                | F      | E-2  |
| 3  | Afdal Dias Arnandha           | M      | E-3  |
| 4  | Aisyah Rafliana               | F      | E-4  |
| 5  | Ajeng Nurhikmah               | F      | E-5  |
| 6  | Aji Febrianandha              | M      | E-6  |
| 7  | Andre Syaiful Anwar           | M      | E-7  |
| 8  | Anisa Rahmawati               | F      | E-8  |
| 9  | Clemens Heaven Budi Pangestu  | M      | E-9  |
| 10 | Bulan Annisa                  | F      | E-10 |
| 11 | Delia Puspitasari             | F      | E-11 |
| 12 | Dwi Okta Fitriani             | F      | E-12 |
| 13 | Endang Puji Lestari           | F      | E-13 |
| 14 | Fasten Julio Akbar            | M      | E-14 |
| 15 | Fikri Nurhidayat              | M      | E-15 |
| 16 | Habibullah                    | M      | E-16 |
| 17 | Hendry Ratu Syafi'i           | M      | E-17 |
| 18 | Imam Ma'ruf Sanjaya           | M      | E-18 |
| 19 | Kurnia Fani Sherlina          | F      | E-19 |
| 20 | Lulu Nabila                   | F      | E-20 |
| 21 | M. Sahala Shohibul Royan      | M      | E-21 |
| 22 | Marcel Angga Pratama          | M      | E-22 |
| 23 | Muhammad Naufal Susanto       | M      | E-23 |
| 24 | Muhammad Rizki Salabi Pratama | M      | E-24 |
| 25 | Muhammad Zaky Fanani          | M      | E-25 |
| 26 | Naufal Malik Ismail           | M      | E-26 |
| 27 | Nova Rizki Ramadhan           | M      | E-27 |
| 28 | Nurhayati Indah Wulansari     | F      | E-28 |
| 29 | Nurul Nur'aini                | F      | E-29 |
| 30 | Rifki Akbar Maulana S         | M      | E-30 |
| 31 | Riska Oktafia                 | F      | E-31 |
| 32 | Ryan Fauziah                  | F      | E-32 |
| 33 | Sultan Nailah Mada            | M      | E-33 |
| 34 | Windi Safitri                 | F      | E-34 |
| 35 | Zarima Widiyana               | F      | E-35 |

# Appendix 11A

## Students' Gain in Control Class

| No | Students' Code | Score    | Score     | Gain |
|----|----------------|----------|-----------|------|
|    |                | Pre-test | Post Test |      |
| 1  | C-1            | 55       | 63        | 8    |
| 2  | C-2            | 55       | 63        | 8    |
| 3  | C-3            | 53       | 59        | 6    |
| 4  | C-4            | 59       | 63        | 4    |
| 5  | C-5            | 74       | 84        | 10   |
| 6  | C-6            | 70       | 76        | 6    |
| 7  | C-7            | 62       | 74        | 12   |
| 8  | C-8            | 53       | 61        | 8    |
| 9  | C-9            | 58       | 62        | 4    |
| 10 | C-10           | 65       | 71        | 6    |
| 11 | C-11           | 56       | 69        | 13   |
| 12 | C-12           | 59       | 71        | 12   |
| 13 | C-13           | 62       | 72        | 10   |
| 14 | C-14           | 55       | 63        | 8    |
| 15 | C-15           | 52       | 58        | 6    |
| 16 | C-16           | 59       | 63        | 4    |
| 17 | C-17           | 70       | 80        | 10   |
| 18 | C-18           | 59       | 63        | 4    |
| 19 | C-19           | 54       | 62        | 8    |
| 20 | C-20           | 72       | 84        | 12   |
| 21 | C-21           | 53       | 63        | 10   |
| 22 | C-22           | 55       | 63        | 8    |
| 23 | C-23           | 52       | 58        | 6    |
| 24 | C-24           | 59       | 71        | 12   |
| 25 | C-25           | 70       | 76        | 6    |
| 26 | C-26           | 59       | 63        | 4    |
| 27 | C-27           | 54       | 56        | 2    |
| 28 | C-28           | 72       | 80        | 8    |
| 29 | C-29           | 53       | 55        | 2    |
| 30 | C-30           | 55       | 67        | 12   |
| 31 | C-31           | 52       | 62        | 10   |
| 32 | C-32           | 59       | 65        | 6    |
| 33 | C-33           | 70       | 78        | 8    |
| 34 | C-34           | 59       | 63        | 4    |
| 35 | C-35           | 54       | 66        | 12   |
| 36 | C-36           | 72       | 82        | 10   |

# Appendix 11B

## Students' Gain in Experimental Class

| No | Students' Code | Score    | Score     | Gain |
|----|----------------|----------|-----------|------|
|    |                | Pre-test | Post Test |      |
| 1  | E-1            | 70       | 79        | 9    |
| 2  | E-2            | 63       | 70        | 7    |
| 3  | E-3            | 61       | 70        | 9    |
| 4  | E-4            | 62       | 71        | 9    |
| 5  | E-5            | 73       | 86        | 13   |
| 6  | E-6            | 67       | 78        | 11   |
| 7  | E-7            | 64       | 71        | 7    |
| 8  | E-8            | 65       | 80        | 15   |
| 9  | E-9            | 62       | 73        | 11   |
| 10 | E-10           | 55       | 68        | 13   |
| 11 | E-11           | 62       | 71        | 9    |
| 12 | E-12           | 67       | 78        | 11   |
| 13 | E-13           | 61       | 74        | 13   |
| 14 | E-14           | 62       | 71        | 9    |
| 15 | E-15           | 72       | 79        | 7    |
| 16 | E-16           | 62       | 71        | 9    |
| 17 | E-17           | 62       | 69        | 7    |
| 18 | E-18           | 74       | 79        | 5    |
| 19 | E-19           | 70       | 81        | 11   |
| 20 | E-20           | 57       | 70        | 13   |
| 21 | E-21           | 64       | 75        | 11   |
| 22 | E-22           | 56       | 63        | 7    |
| 23 | E-23           | 74       | 83        | 9    |
| 24 | E-24           | 70       | 75        | 5    |
| 25 | E-25           | 63       | 76        | 13   |
| 26 | E-26           | 61       | 70        | 9    |
| 27 | E-27           | 62       | 69        | 7    |
| 28 | E-28           | 73       | 78        | 5    |
| 29 | E-29           | 67       | 84        | 17   |
| 30 | E-30           | 64       | 77        | 13   |
| 31 | E-31           | 65       | 76        | 11   |
| 32 | E-32           | 62       | 69        | 7    |
| 33 | E-33           | 55       | 64        | 9    |
| 34 | E-34           | 62       | 73        | 11   |
| 35 | E-35           | 70       | 85        | 15   |





## Appendix 12A

## The Analysis of Students' Score of Pre-Test in Control Class

| No | Students' Code | Content |    | Organization |    | Vocabulary |    | Language |    | Mechanic |    | Total |    | Average |
|----|----------------|---------|----|--------------|----|------------|----|----------|----|----------|----|-------|----|---------|
|    |                | R1      | R2 | R1           | R2 | R1         | R2 | R1       | R2 | R1       | R2 | R1    | R2 |         |
| 1  | C-1            | 12      | 11 | 14           | 12 | 13         | 12 | 13       | 12 | 6        | 5  | 58    | 52 | 55      |
| 2  | C-2            | 13      | 12 | 12           | 11 | 13         | 12 | 14       | 13 | 5        | 5  | 57    | 53 | 55      |
| 3  | C-3            | 12      | 8  | 12           | 11 | 13         | 12 | 13       | 12 | 7        | 6  | 57    | 49 | 53      |
| 4  | C-4            | 14      | 13 | 13           | 12 | 14         | 13 | 14       | 13 | 6        | 6  | 61    | 57 | 59      |
| 5  | C-5            | 16      | 15 | 17           | 15 | 18         | 17 | 18       | 17 | 8        | 7  | 77    | 71 | 74      |
| 6  | C-6            | 15      | 15 | 14           | 13 | 17         | 16 | 18       | 17 | 8        | 7  | 72    | 68 | 70      |
| 7  | C-7            | 14      | 13 | 15           | 13 | 15         | 12 | 15       | 14 | 7        | 6  | 66    | 58 | 62      |
| 8  | C-8            | 12      | 11 | 13           | 11 | 12         | 12 | 14       | 10 | 6        | 5  | 57    | 49 | 53      |
| 9  | C-9            | 14      | 13 | 13           | 12 | 14         | 13 | 13       | 12 | 7        | 5  | 61    | 55 | 58      |
| 10 | C-10           | 15      | 13 | 15           | 14 | 15         | 14 | 16       | 15 | 7        | 6  | 68    | 62 | 65      |
| 11 | C-11           | 14      | 13 | 13           | 12 | 14         | 13 | 12       | 11 | 5        | 5  | 58    | 54 | 56      |
| 12 | C-12           | 11      | 11 | 15           | 14 | 13         | 12 | 15       | 14 | 7        | 6  | 61    | 57 | 59      |
| 13 | C-13           | 14      | 14 | 15           | 13 | 15         | 13 | 14       | 13 | 7        | 6  | 65    | 59 | 62      |
| 14 | C-14           | 12      | 12 | 12           | 13 | 12         | 12 | 13       | 11 | 7        | 6  | 56    | 54 | 55      |
| 15 | C-15           | 14      | 10 | 11           | 11 | 13         | 10 | 11       | 12 | 7        | 5  | 56    | 48 | 52      |
| 16 | C-16           | 14      | 12 | 14           | 13 | 13         | 12 | 14       | 12 | 7        | 7  | 62    | 56 | 59      |
| 17 | C-17           | 16      | 15 | 16           | 14 | 17         | 16 | 16       | 15 | 8        | 7  | 73    | 67 | 70      |
| 18 | C-18           | 14      | 13 | 14           | 12 | 14         | 13 | 14       | 13 | 6        | 5  | 62    | 56 | 59      |
| 19 | C-19           | 14      | 12 | 13           | 12 | 11         | 12 | 11       | 12 | 6        | 5  | 55    | 53 | 54      |

|    |      |    |    |    |    |    |    |    |    |   |   |    |    |    |
|----|------|----|----|----|----|----|----|----|----|---|---|----|----|----|
| 20 | C-20 | 15 | 13 | 15 | 15 | 17 | 16 | 19 | 18 | 8 | 8 | 74 | 70 | 72 |
| 21 | C-21 | 15 | 14 | 12 | 11 | 12 | 10 | 12 | 11 | 5 | 4 | 56 | 50 | 53 |
| 22 | C-22 | 12 | 11 | 12 | 11 | 11 | 10 | 14 | 14 | 8 | 7 | 57 | 53 | 55 |
| 23 | C-23 | 12 | 12 | 14 | 12 | 12 | 12 | 12 | 9  | 5 | 4 | 55 | 49 | 52 |
| 24 | C-24 | 13 | 12 | 13 | 12 | 14 | 13 | 15 | 13 | 7 | 6 | 62 | 56 | 59 |
| 25 | C-25 | 16 | 15 | 15 | 14 | 16 | 14 | 19 | 17 | 7 | 7 | 73 | 67 | 70 |
| 26 | C-26 | 13 | 12 | 14 | 13 | 14 | 13 | 14 | 13 | 6 | 6 | 61 | 57 | 59 |
| 27 | C-27 | 11 | 10 | 14 | 12 | 13 | 12 | 13 | 10 | 7 | 6 | 58 | 50 | 54 |
| 28 | C-28 | 17 | 15 | 15 | 14 | 16 | 16 | 18 | 17 | 9 | 7 | 75 | 69 | 72 |
| 29 | C-29 | 12 | 10 | 13 | 11 | 12 | 12 | 13 | 12 | 6 | 5 | 56 | 50 | 53 |
| 30 | C-30 | 12 | 10 | 13 | 10 | 13 | 12 | 13 | 12 | 8 | 7 | 59 | 51 | 55 |
| 31 | C-31 | 12 | 10 | 13 | 10 | 12 | 12 | 13 | 11 | 6 | 5 | 56 | 48 | 52 |
| 32 | C-32 | 13 | 12 | 13 | 12 | 14 | 13 | 15 | 13 | 7 | 6 | 62 | 56 | 59 |
| 33 | C-33 | 16 | 15 | 16 | 14 | 17 | 16 | 16 | 15 | 8 | 7 | 73 | 67 | 70 |
| 34 | C-34 | 14 | 13 | 14 | 12 | 14 | 13 | 14 | 13 | 6 | 5 | 62 | 56 | 59 |
| 35 | C-35 | 14 | 12 | 13 | 12 | 11 | 12 | 11 | 12 | 6 | 5 | 55 | 53 | 54 |
| 36 | C-36 | 15 | 13 | 15 | 15 | 17 | 16 | 19 | 18 | 8 | 8 | 74 | 70 | 72 |

**Note:**

**R1 = The Researcher**

**R2 = The English Teacher**

## Appendix 12B

## The Analysis of Students' Score of Pre-Test in Experimental Class

| No | Students' Code | Content |    | Organization |    | Vocabulary |    | Language |    | Mechanic |    | Total |    | Average |
|----|----------------|---------|----|--------------|----|------------|----|----------|----|----------|----|-------|----|---------|
|    |                | R1      | R2 | R1           | R2 | R1         | R2 | R1       | R2 | R1       | R2 | R1    | R2 |         |
| 1  | E-1            | 18      | 16 | 18           | 17 | 14         | 12 | 15       | 13 | 9        | 8  | 74    | 66 | 70      |
| 2  | E-2            | 15      | 14 | 14           | 13 | 15         | 14 | 14       | 12 | 8        | 7  | 66    | 60 | 63      |
| 3  | E-3            | 15      | 14 | 14           | 12 | 14         | 12 | 15       | 13 | 7        | 6  | 65    | 57 | 61      |
| 4  | E-4            | 14      | 12 | 14           | 13 | 15         | 13 | 14       | 12 | 9        | 8  | 66    | 58 | 62      |
| 5  | E-5            | 18      | 16 | 18           | 17 | 16         | 15 | 15       | 14 | 9        | 8  | 76    | 70 | 73      |
| 6  | E-6            | 18      | 16 | 18           | 17 | 14         | 12 | 15       | 13 | 6        | 5  | 71    | 63 | 67      |
| 7  | E-7            | 17      | 15 | 18           | 16 | 14         | 12 | 14       | 13 | 5        | 4  | 68    | 60 | 64      |
| 8  | E-8            | 18      | 16 | 15           | 14 | 14         | 12 | 12       | 12 | 9        | 8  | 68    | 62 | 65      |
| 9  | E-9            | 15      | 14 | 15           | 14 | 14         | 12 | 14       | 12 | 7        | 7  | 65    | 59 | 62      |
| 10 | E-10           | 14      | 13 | 14           | 12 | 14         | 12 | 12       | 10 | 5        | 4  | 59    | 51 | 55      |
| 11 | E-11           | 16      | 15 | 16           | 15 | 14         | 12 | 13       | 12 | 6        | 5  | 65    | 59 | 62      |
| 12 | E-12           | 16      | 15 | 18           | 16 | 14         | 12 | 14       | 13 | 9        | 7  | 71    | 63 | 67      |
| 13 | E-13           | 15      | 14 | 14           | 12 | 14         | 12 | 12       | 12 | 9        | 8  | 64    | 58 | 61      |
| 14 | E-14           | 16      | 12 | 15           | 11 | 14         | 12 | 15       | 13 | 8        | 8  | 68    | 56 | 62      |
| 15 | E-15           | 18      | 17 | 18           | 17 | 15         | 14 | 15       | 13 | 9        | 8  | 75    | 69 | 72      |
| 16 | E-16           | 16      | 12 | 15           | 11 | 14         | 12 | 15       | 13 | 8        | 8  | 68    | 56 | 62      |
| 17 | E-17           | 16      | 12 | 15           | 11 | 14         | 12 | 15       | 13 | 8        | 8  | 68    | 56 | 62      |
| 18 | E-18           | 18      | 16 | 18           | 17 | 16         | 17 | 15       | 14 | 9        | 8  | 76    | 72 | 74      |
| 19 | E-19           | 18      | 16 | 18           | 17 | 14         | 12 | 15       | 13 | 9        | 8  | 74    | 66 | 70      |
| 20 | E-20           | 14      | 12 | 15           | 13 | 12         | 10 | 12       | 11 | 8        | 7  | 61    | 53 | 57      |

|    |      |    |    |    |    |    |    |    |    |   |   |    |    |    |
|----|------|----|----|----|----|----|----|----|----|---|---|----|----|----|
| 21 | E-21 | 17 | 15 | 18 | 16 | 14 | 12 | 14 | 13 | 5 | 4 | 68 | 60 | 64 |
| 22 | E-22 | 15 | 14 | 13 | 12 | 13 | 12 | 12 | 10 | 6 | 5 | 59 | 53 | 56 |
| 23 | E-23 | 18 | 16 | 18 | 17 | 16 | 16 | 16 | 14 | 9 | 8 | 77 | 71 | 74 |
| 24 | E-24 | 18 | 16 | 18 | 17 | 14 | 12 | 15 | 13 | 9 | 8 | 74 | 66 | 70 |
| 25 | E-25 | 15 | 14 | 14 | 13 | 15 | 14 | 14 | 12 | 8 | 7 | 66 | 60 | 63 |
| 26 | E-26 | 15 | 14 | 14 | 12 | 14 | 12 | 15 | 13 | 7 | 6 | 65 | 57 | 61 |
| 27 | E-27 | 14 | 12 | 14 | 13 | 15 | 13 | 14 | 12 | 9 | 8 | 66 | 58 | 62 |
| 28 | E-28 | 18 | 16 | 18 | 17 | 16 | 15 | 15 | 14 | 9 | 8 | 76 | 70 | 73 |
| 29 | E-29 | 18 | 16 | 18 | 17 | 14 | 12 | 15 | 13 | 6 | 5 | 71 | 63 | 67 |
| 30 | E-30 | 17 | 15 | 18 | 16 | 14 | 12 | 14 | 13 | 5 | 4 | 68 | 60 | 64 |
| 31 | E-31 | 18 | 16 | 15 | 14 | 14 | 12 | 12 | 12 | 9 | 8 | 68 | 62 | 65 |
| 32 | E-32 | 15 | 14 | 15 | 14 | 14 | 12 | 14 | 12 | 7 | 7 | 65 | 59 | 62 |
| 33 | E-33 | 14 | 13 | 14 | 12 | 14 | 12 | 12 | 10 | 5 | 4 | 59 | 51 | 55 |
| 34 | E-34 | 16 | 15 | 16 | 15 | 14 | 12 | 13 | 12 | 6 | 5 | 65 | 59 | 62 |
| 35 | E-35 | 18 | 16 | 18 | 17 | 14 | 12 | 15 | 13 | 9 | 8 | 74 | 66 | 70 |

**Note:**

**R1 = The Researcher**

**R2 = The English Teacher**

# Appendix 13A

## The Analysis of Students' Score of Post-Test in Control Class

| No | Students' Code | Content |    | Organization |    | Vocabulary |    | Language |    | Mechanic |    | Total |    | Average |
|----|----------------|---------|----|--------------|----|------------|----|----------|----|----------|----|-------|----|---------|
|    |                | R1      | R2 | R1           | R2 | R1         | R2 | R1       | R2 | R1       | R2 | R1    | R2 |         |
| 1  | C-1            | 14      | 13 | 15           | 14 | 15         | 14 | 15       | 14 | 7        | 5  | 66    | 60 | 63      |
| 2  | C-2            | 15      | 13 | 16           | 15 | 14         | 12 | 16       | 15 | 6        | 4  | 67    | 59 | 63      |
| 3  | C-3            | 15      | 14 | 13           | 14 | 12         | 12 | 14       | 14 | 5        | 5  | 59    | 59 | 59      |
| 4  | C-4            | 14      | 12 | 14           | 13 | 15         | 14 | 16       | 15 | 7        | 6  | 66    | 60 | 63      |
| 5  | C-5            | 18      | 17 | 18           | 17 | 19         | 18 | 23       | 22 | 8        | 8  | 86    | 82 | 84      |
| 6  | C-6            | 16      | 15 | 16           | 16 | 18         | 17 | 19       | 17 | 9        | 9  | 78    | 74 | 76      |
| 7  | C-7            | 17      | 16 | 16           | 18 | 16         | 15 | 18       | 17 | 8        | 7  | 75    | 73 | 74      |
| 8  | C-8            | 15      | 16 | 14           | 14 | 12         | 14 | 15       | 13 | 5        | 4  | 61    | 61 | 61      |
| 9  | C-9            | 17      | 16 | 15           | 15 | 14         | 13 | 12       | 12 | 5        | 5  | 63    | 61 | 62      |
| 10 | C-10           | 16      | 15 | 17           | 16 | 16         | 15 | 17       | 16 | 7        | 7  | 73    | 69 | 71      |
| 11 | C-11           | 17      | 16 | 17           | 17 | 14         | 12 | 17       | 17 | 6        | 5  | 71    | 67 | 69      |
| 12 | C-12           | 17      | 15 | 16           | 15 | 17         | 15 | 17       | 16 | 7        | 7  | 74    | 68 | 71      |
| 13 | C-13           | 17      | 15 | 18           | 16 | 17         | 17 | 17       | 14 | 7        | 6  | 76    | 68 | 72      |
| 14 | C-14           | 17      | 16 | 17           | 16 | 10         | 9  | 16       | 16 | 5        | 4  | 65    | 61 | 63      |
| 15 | C-15           | 14      | 13 | 14           | 14 | 14         | 13 | 13       | 11 | 5        | 5  | 60    | 56 | 58      |
| 16 | C-16           | 15      | 14 | 15           | 13 | 15         | 15 | 14       | 13 | 6        | 6  | 65    | 61 | 63      |
| 17 | C-17           | 19      | 17 | 18           | 18 | 18         | 17 | 19       | 18 | 8        | 8  | 82    | 78 | 80      |
| 18 | C-18           | 14      | 12 | 16           | 15 | 16         | 15 | 15       | 14 | 5        | 4  | 66    | 60 | 63      |
| 19 | C-19           | 16      | 15 | 14           | 13 | 14         | 14 | 15       | 12 | 6        | 5  | 65    | 59 | 62      |
| 20 | C-20           | 18      | 17 | 19           | 17 | 19         | 17 | 22       | 22 | 9        | 8  | 87    | 81 | 84      |

|    |      |    |    |    |    |    |    |    |    |   |   |    |    |    |
|----|------|----|----|----|----|----|----|----|----|---|---|----|----|----|
| 21 | C-21 | 15 | 14 | 15 | 13 | 14 | 14 | 16 | 15 | 5 | 5 | 65 | 61 | 63 |
| 22 | C-22 | 15 | 14 | 15 | 13 | 15 | 15 | 14 | 13 | 6 | 6 | 65 | 61 | 63 |
| 23 | C-23 | 13 | 11 | 14 | 13 | 14 | 13 | 15 | 14 | 5 | 4 | 61 | 55 | 58 |
| 24 | C-24 | 16 | 15 | 16 | 15 | 16 | 15 | 18 | 17 | 7 | 7 | 73 | 69 | 71 |
| 25 | C-25 | 17 | 15 | 17 | 16 | 18 | 17 | 19 | 18 | 8 | 7 | 79 | 73 | 76 |
| 26 | C-26 | 14 | 12 | 14 | 13 | 15 | 14 | 16 | 15 | 7 | 6 | 66 | 60 | 63 |
| 27 | C-27 | 14 | 13 | 12 | 12 | 14 | 12 | 13 | 12 | 5 | 5 | 58 | 54 | 56 |
| 28 | C-28 | 18 | 17 | 18 | 17 | 18 | 17 | 19 | 19 | 9 | 8 | 82 | 78 | 80 |
| 29 | C-29 | 15 | 15 | 12 | 11 | 12 | 11 | 12 | 11 | 6 | 5 | 57 | 53 | 55 |
| 30 | C-30 | 17 | 16 | 15 | 14 | 15 | 13 | 17 | 16 | 6 | 5 | 70 | 64 | 67 |
| 31 | C-31 | 16 | 15 | 12 | 12 | 14 | 13 | 14 | 15 | 7 | 6 | 63 | 61 | 62 |
| 32 | C-32 | 15 | 14 | 15 | 14 | 15 | 14 | 16 | 16 | 6 | 5 | 67 | 63 | 65 |
| 33 | C-33 | 17 | 16 | 18 | 17 | 18 | 17 | 19 | 18 | 8 | 8 | 80 | 76 | 78 |
| 34 | C-34 | 13 | 12 | 15 | 14 | 16 | 15 | 16 | 14 | 6 | 5 | 66 | 60 | 63 |
| 35 | C-35 | 16 | 15 | 14 | 14 | 14 | 13 | 17 | 15 | 7 | 7 | 68 | 64 | 66 |
| 36 | C-36 | 18 | 17 | 19 | 18 | 18 | 17 | 21 | 20 | 8 | 8 | 84 | 80 | 82 |

**Note:**

**R1 = The Researcher**

**R2 = The English Teacher**

### Appendix 13B

#### The Analysis of Students' Score of Post-Test in Experimental Class

| No | Students' Code | Content |    | Organization |    | Vocabulary |    | Language |    | Mechanics |    | Total |    | Average |
|----|----------------|---------|----|--------------|----|------------|----|----------|----|-----------|----|-------|----|---------|
|    |                | R1      | R2 | R1           | R2 | R1         | R2 | R1       | R2 | R1        | R2 | R1    | R2 |         |
| 1  | E-1            | 17      | 16 | 17           | 17 | 18         | 17 | 20       | 19 | 9         | 8  | 81    | 77 | 79      |
| 2  | E-2            | 17      | 16 | 15           | 14 | 16         | 15 | 17       | 16 | 7         | 7  | 72    | 68 | 70      |
| 3  | E-3            | 15      | 14 | 17           | 16 | 17         | 14 | 17       | 16 | 8         | 6  | 74    | 66 | 70      |
| 4  | E-4            | 16      | 15 | 17           | 16 | 17         | 15 | 17       | 16 | 7         | 6  | 74    | 68 | 71      |
| 5  | E-5            | 19      | 18 | 18           | 18 | 19         | 18 | 23       | 22 | 9         | 8  | 88    | 84 | 86      |
| 6  | E-6            | 18      | 17 | 17           | 18 | 17         | 17 | 19       | 17 | 8         | 8  | 79    | 77 | 78      |
| 7  | E-7            | 18      | 17 | 16           | 16 | 15         | 13 | 17       | 16 | 7         | 7  | 73    | 69 | 71      |
| 8  | E-8            | 17      | 16 | 17           | 16 | 18         | 17 | 22       | 21 | 8         | 8  | 82    | 78 | 80      |
| 9  | E-9            | 17      | 16 | 17           | 16 | 16         | 16 | 18       | 16 | 7         | 7  | 75    | 71 | 73      |
| 10 | E-10           | 16      | 14 | 16           | 15 | 16         | 15 | 17       | 14 | 7         | 6  | 72    | 64 | 68      |
| 11 | E-11           | 16      | 15 | 15           | 14 | 17         | 15 | 18       | 17 | 8         | 7  | 74    | 68 | 71      |
| 12 | E-12           | 18      | 17 | 17           | 16 | 18         | 17 | 19       | 18 | 8         | 8  | 80    | 76 | 78      |
| 13 | E-13           | 17      | 17 | 18           | 17 | 16         | 14 | 18       | 17 | 7         | 7  | 76    | 72 | 74      |
| 14 | E-14           | 16      | 15 | 15           | 14 | 17         | 15 | 18       | 17 | 8         | 7  | 74    | 68 | 71      |
| 15 | E-15           | 18      | 17 | 17           | 16 | 18         | 17 | 20       | 19 | 8         | 8  | 81    | 77 | 79      |
| 16 | E-16           | 17      | 16 | 18           | 16 | 16         | 14 | 17       | 15 | 7         | 6  | 75    | 67 | 71      |
| 17 | E-17           | 15      | 14 | 16           | 15 | 16         | 15 | 17       | 16 | 7         | 7  | 71    | 67 | 69      |
| 18 | E-18           | 17      | 16 | 19           | 17 | 19         | 18 | 19       | 18 | 8         | 7  | 82    | 76 | 79      |
| 19 | E-19           | 19      | 18 | 18           | 17 | 18         | 18 | 20       | 19 | 8         | 7  | 83    | 79 | 81      |



|    |      |    |    |    |    |    |    |    |    |   |   |    |    |    |
|----|------|----|----|----|----|----|----|----|----|---|---|----|----|----|
| 20 | E-20 | 18 | 18 | 18 | 18 | 14 | 15 | 17 | 18 | 5 | 5 | 72 | 74 | 73 |
| 21 | E-21 | 18 | 17 | 18 | 16 | 18 | 17 | 16 | 16 | 7 | 7 | 77 | 73 | 75 |
| 22 | E-22 | 14 | 13 | 15 | 14 | 16 | 14 | 15 | 15 | 5 | 5 | 65 | 61 | 63 |
| 23 | E-23 | 18 | 17 | 18 | 17 | 19 | 18 | 22 | 21 | 8 | 8 | 85 | 81 | 83 |
| 24 | E-24 | 17 | 16 | 18 | 16 | 18 | 17 | 18 | 17 | 7 | 6 | 78 | 72 | 75 |
| 25 | E-25 | 18 | 17 | 17 | 17 | 17 | 16 | 18 | 17 | 8 | 7 | 78 | 74 | 76 |
| 26 | E-26 | 18 | 17 | 16 | 16 | 15 | 15 | 16 | 15 | 6 | 6 | 71 | 69 | 70 |
| 27 | E-27 | 16 | 15 | 15 | 14 | 17 | 15 | 18 | 15 | 7 | 6 | 73 | 65 | 69 |
| 28 | E-28 | 17 | 16 | 18 | 17 | 18 | 17 | 20 | 19 | 7 | 7 | 80 | 76 | 78 |
| 29 | E-29 | 18 | 17 | 19 | 18 | 18 | 18 | 22 | 21 | 9 | 8 | 86 | 82 | 84 |
| 30 | E-30 | 17 | 16 | 18 | 17 | 18 | 17 | 18 | 18 | 8 | 7 | 79 | 75 | 77 |
| 31 | E-31 | 18 | 17 | 17 | 17 | 17 | 16 | 18 | 17 | 8 | 7 | 78 | 74 | 76 |
| 32 | E-32 | 15 | 14 | 16 | 15 | 16 | 15 | 17 | 16 | 7 | 7 | 71 | 67 | 69 |
| 33 | E-33 | 13 | 12 | 15 | 14 | 16 | 15 | 16 | 14 | 7 | 6 | 67 | 61 | 64 |
| 34 | E-34 | 17 | 15 | 16 | 16 | 18 | 15 | 18 | 17 | 7 | 7 | 76 | 70 | 73 |
| 35 | E-35 | 19 | 18 | 18 | 17 | 18 | 18 | 23 | 22 | 9 | 8 | 87 | 83 | 85 |

**Note:**

**R1 = The Researcher**

**R2 = The English Teacher**

**Appendix 14A****Result of Reliability Pre-Test Control Class****Reliability Statistics**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .948             | 10         |

**Item Statistics**

|                | Mean    | Std. Deviation | N  |
|----------------|---------|----------------|----|
| Content_1      | 13.6667 | 1.54919        | 36 |
| Content_2      | 12.3611 | 1.74279        | 36 |
| Organization_1 | 13.7500 | 1.33898        | 36 |
| Organization_2 | 12.4444 | 1.36161        | 36 |
| Vocab_1        | 13.9167 | 1.93280        | 36 |
| Vocab_2        | 13.0000 | 1.80476        | 36 |
| Language_1     | 14.3889 | 2.27128        | 36 |
| Language_2     | 13.2222 | 2.30665        | 36 |
| Mechanic_1     | 6.7778  | 1.01731        | 36 |
| Mechanic_2     | 5.9167  | 1.02470        | 36 |

**Appendix 14B****Result of Reliability Pre-Test Experimental Class****Reliability Statistics**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .881             | 10         |

**Item Statistics**

|                | Mean    | Std. Deviation | N  |
|----------------|---------|----------------|----|
| Content_1      | 16.3143 | 1.52954        | 35 |
| Content_2      | 14.5429 | 1.52128        | 35 |
| Organization_1 | 16.0286 | 1.82282        | 35 |
| Organization_2 | 14.4857 | 2.20122        | 35 |
| Vocab_1        | 14.2857 | .82503         | 35 |
| Vocab_2        | 12.6000 | 1.37627        | 35 |
| Language_1     | 14.0286 | 1.20014        | 35 |
| Language_2     | 12.4857 | 1.03955        | 35 |
| Mechanic_1     | 7.6000  | 1.51851        | 35 |
| Mechanic_2     | 6.7143  | 1.54485        | 35 |

**Appendix 15A****Result of Reliability Post-Test Control Class****Reliability Statistics**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .949             | 10         |

**Item Statistics**

|                | Mean    | Std. Deviation | N  |
|----------------|---------|----------------|----|
| Content_1      | 15.8333 | 1.53994        | 36 |
| Content_2      | 14.6667 | 1.65616        | 36 |
| Organization_1 | 15.5278 | 1.90467        | 36 |
| Organization_2 | 14.7778 | 1.85335        | 36 |
| Vocab_1        | 15.3056 | 2.12226        | 36 |
| Vocab_2        | 14.3889 | 2.04629        | 36 |
| Language_1     | 16.4444 | 2.57953        | 36 |
| Language_2     | 15.4444 | 2.70918        | 36 |
| Mechanic_1     | 6.5833  | 1.27335        | 36 |
| Mechanic_2     | 5.9722  | 1.42400        | 36 |

**Appendix 15A****Result of Reliability Post-Test Experimental Class****Reliability Statistics**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .930             | 10         |

**Item Statistics**

|                | Mean    | Std. Deviation | N  |
|----------------|---------|----------------|----|
| Content_1      | 16.9714 | 1.38236        | 35 |
| Content_2      | 15.9714 | 1.46500        | 35 |
| Organization_1 | 16.9143 | 1.19734        | 35 |
| Organization_2 | 16.0857 | 1.24550        | 35 |
| Vocab_1        | 17.0571 | 1.21129        | 35 |
| Vocab_2        | 15.9429 | 1.43369        | 35 |
| Language_1     | 18.4286 | 2.03334        | 35 |
| Language_2     | 17.3429 | 2.14123        | 35 |
| Mechanic_1     | 7.4571  | .95001         | 35 |
| Mechanic_2     | 6.9143  | .85307         | 35 |

## Appendix 16

### Result of Normality Test

| Technique |              | Kolmogorov-Smirnov <sup>a</sup> |    |      | Shapiro-Wilk |    |      |
|-----------|--------------|---------------------------------|----|------|--------------|----|------|
|           |              | Statistic                       | Df | Sig. | Statistic    | df | Sig. |
| Score     | Control      | .129                            | 36 | .137 | .947         | 36 | .084 |
|           | Experimental | .162                            | 35 | .020 | .949         | 35 | .108 |

a. Lilliefors Significance Correction



## Appendix 17

**The Result of Homogeneity Test of Variance**

|   | Levene<br>Statistic | df1 | df2    | Sig. |
|---|---------------------|-----|--------|------|
| Score Based on Mean                     | .004                | 1   | 69     | .952 |
| Based on Median                         | .025                | 1   | 69     | .874 |
| Based on Median and<br>with adjusted df | .025                | 1   | 68.518 | .874 |
| Based on trimmed mean                   | .005                | 1   | 69     | .944 |



## Appendix 18

## The Result of Independent Sample Test

## Group Statistics

| Technique |              | N  | Mean   | Std. Deviation | Std. Error Mean |
|-----------|--------------|----|--------|----------------|-----------------|
| Score     | Control      | 36 | 8.1389 | 3.09980        | .51663          |
|           | Experimental | 35 | 9.9143 | 3.00364        | .50771          |

|       |                             | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        |                 |                 |                       |   |         |
|-------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|---------|
|       |                             | F                                       | Sig. | t                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |         |
|       |                             |   |      |                              |        |                 |                 |                       | Lower                                     | Upper   |
| Score | Equal variances assumed     | .004                                    | .952 | -2.450                       | 69     | .017            | -1.77540        | .72467                | -3.22108                                  | -.32972 |
|       | Equal variances not assumed |   |      | -2.451                       | 68.999 | .017            | -1.77540        | .72435                | -3.22043                                  | -.33037 |



## Appendix 19A

### The Name of Students' Try Out

| No | Name                         | Gender | Code |
|----|------------------------------|--------|------|
| 1  | Adhe Zacky Ega Permana       | M      | T-1  |
| 2  | Anggi Oktapia                | F      | T-2  |
| 3  | Angre Zelita                 | F      | T-3  |
| 4  | Bunga Lintang                | F      | T-4  |
| 5  | Chindy Megedis               | F      | T-5  |
| 6  | Dela Okta Pratiwi            | F      | T-6  |
| 7  | Dezaitun Ganda Sari          | F      | T-7  |
| 8  | Egel Septiawan               | M      | T-8  |
| 9  | Fitri Nur Cahyani            | F      | T-9  |
| 10 | Hardiansyah                  | M      | T-10 |
| 11 | Irma Rahmawati               | F      | T-11 |
| 12 | Irwantoro                    | M      | T-12 |
| 13 | Jenny Ayu Nadila             | F      | T-13 |
| 14 | Julievia Putri Wiyasa        | F      | T-14 |
| 15 | M. Nizar Zaki Putra          | M      | T-15 |
| 16 | Muhammad Andrian Jaya Kesuma | M      | T-16 |
| 17 | Muhammad Arkan Wildan        | M      | T-17 |
| 18 | Muhammad Fadli               | M      | T-18 |
| 19 | Muhammad Fajri               | M      | T-19 |
| 20 | Nurnajli Tri Oktavia         | F      | T-20 |
| 21 | Rahman Hadi                  | M      | T-21 |
| 22 | Ramadhan Gilang Maulana      | M      | T-22 |
| 23 | Rada Utami                   | F      | T-23 |
| 24 | Sadila Osayana               | F      | T-24 |
| 25 | Septi Romania Yunita         | F      | T-25 |
| 26 | Vicho Herlambang             | M      | T-26 |

## Appendix 19B

## The Result of Readability Writing Test

| No | Students' Name          | Questions and Scale |   |   |   |   |   |   | Total | Mean |
|----|-------------------------|---------------------|---|---|---|---|---|---|-------|------|
|    |                         | 1                   | 2 | 3 | 4 | 5 | 6 | 7 |       |      |
| 1  | Adhe Zacky Ega P        | 4                   | 3 | 2 | 2 | 2 | 3 | 1 | 17    | 2,43 |
| 2  | Anggi Oktapia           | 3                   | 2 | 2 | 2 | 3 | 2 | 1 | 15    | 2,14 |
| 3  | Angre Zelita            | 4                   | 1 | 2 | 3 | 2 | 1 | 2 | 15    | 2,14 |
| 4  | Bunga Lintang           | 2                   | 3 | 2 | 1 | 3 | 2 | 1 | 14    | 2,00 |
| 5  | Chindy Megedis          | 3                   | 2 | 1 | 4 | 2 | 4 | 1 | 17    | 2,43 |
| 6  | Dela Okta Pratiwi       | 3                   | 3 | 2 | 1 | 3 | 2 | 2 | 16    | 2,29 |
| 7  | Dezaitun Ganda Sari     | 3                   | 2 | 2 | 3 | 4 | 2 | 2 | 18    | 2,57 |
| 8  | Egel Septiawan          | 2                   | 3 | 3 | 2 | 3 | 2 | 2 | 17    | 2,43 |
| 9  | Fitri Nur Cahyani       | 2                   | 3 | 2 | 4 | 1 | 1 | 2 | 15    | 2,14 |
| 10 | Hardiansyah             | 2                   | 3 | 3 | 2 | 1 | 1 | 2 | 14    | 2,00 |
| 11 | Irma Rahmawati          | 3                   | 2 | 4 | 3 | 2 | 2 | 1 | 17    | 2,43 |
| 12 | Irwantoro               | 2                   | 4 | 4 | 4 | 3 | 2 | 2 | 21    | 3,00 |
| 13 | Jenni Ayu Nadila        | 2                   | 2 | 1 | 1 | 2 | 2 | 2 | 12    | 1,71 |
| 14 | Julievia Putri Wiyasa   | 2                   | 3 | 7 | 5 | 1 | 3 | 2 | 23    | 3,29 |
| 15 | M. Nizar Zaki Putra     | 2                   | 4 | 2 | 6 | 3 | 2 | 1 | 20    | 2,86 |
| 16 | M. Andrian Jayakesuma   | 2                   | 4 | 2 | 2 | 4 | 2 | 4 | 20    | 2,86 |
| 17 | M. Arkan Wildan         | 2                   | 2 | 3 | 2 | 3 | 2 | 1 | 15    | 2,14 |
| 18 | Muhammad Fadli          | 3                   | 3 | 7 | 3 | 4 | 4 | 2 | 26    | 3,71 |
| 19 | Muhammad Fajri          | 2                   | 4 | 2 | 2 | 1 | 2 | 4 | 17    | 2,43 |
| 20 | Nurnajli Tri Oktavia    | 2                   | 3 | 2 | 2 | 2 | 4 | 2 | 17    | 2,43 |
| 21 | Rahman Hadi             | 3                   | 3 | 3 | 2 | 4 | 3 | 1 | 19    | 2,71 |
| 22 | Ramadhan Gilang Maulana | 5                   | 3 | 5 | 4 | 3 | 2 | 1 | 23    | 3,29 |

|                   |                      |   |   |   |   |   |   |   |    |              |
|-------------------|----------------------|---|---|---|---|---|---|---|----|--------------|
| 23                | Rada Utami           | 2 | 4 | 3 | 6 | 4 | 2 | 2 | 23 | 3,29         |
| 24                | Sadila Osayana       | 4 | 3 | 3 | 4 | 4 | 3 | 1 | 22 | 3,14         |
| 25                | Septi Romania Yunita | 2 | 3 | 2 | 2 | 2 | 3 | 4 | 18 | 2,57         |
| 26                | Vicho Herlambang     | 2 | 4 | 3 | 2 | 3 | 4 | 3 | 21 | 3,00         |
| <b>Total Mean</b> |                      |   |   |   |   |   |   |   |    | <b>67,43</b> |
| <b>Mean</b>       |                      |   |   |   |   |   |   |   |    | <b>2,59</b>  |

Catatan:

Pertanyaan

1. Apakah anda paham dengan petunjuk (instruction) poin pertama ?
2. Apakah anda paham dengan petunjuk (instruction) poin kedua ?
3. Apakah anda paham dengan petunjuk (instruction) poin ketiga ?
4. Apakah anda paham dengan perintah (direction) no 1 ?
5. Apakah anda paham dengan perintah (direction) no 2 ?
6. Apakah anda paham dengan perintah (direction) no 3 ?
7. Apakah anda paham dengan perintah (direction) no 4 ?

Based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4,46, the instrument is quite readable and understandable by the readers or test takers.

Because the mean of the items (instrument) of writing test above is 2,59 (lower than 4,46), it means that the instrument is **readable**.

# Appendix 20A

## Result Pre-Test in Control Class

| Statistics             |         | Score   | Technique |
|------------------------|---------|---------|-----------|
| N                      | Valid   | 36      | 36        |
|                        | Missing | 0       | 0         |
| Mean                   |         | 59.7222 | 1.0000    |
| Median                 |         | 59.0000 | 1.0000    |
| Mode                   |         | 59.00   | 1.00      |
| Std. Deviation         |         | 6.98411 | .00000    |
| Variance               |         | 48.778  | .000      |
| Skewness               |         | .820    |           |
| Std. Error of Skewness |         | .393    | .393      |
| Range                  |         | 22.00   | .00       |
| Minimum                |         | 52.00   | 1.00      |
| Maximum                |         | 74.00   | 1.00      |
| Sum                    |         | 2150.00 | 36.00     |
| Percentiles            | 25      | 54.0000 | 1.0000    |
|                        | 50      | 59.0000 | 1.0000    |
|                        | 75      | 64.2500 | 1.0000    |

**Appendix 20B****Result Pre-Test in Experimental Class****Statistics**

|                        |         | Score   | Technique |
|------------------------|---------|---------|-----------|
| N                      | Valid   | 35      | 35        |
|                        | Missing | 1       | 1         |
| Mean                   |         | 64.5429 | 1.0000    |
| Median                 |         | 63.0000 | 1.0000    |
| Mode                   |         | 62.00   | 1.00      |
| Std. Deviation         |         | 5.22631 | .00000    |
| Variance               |         | 27.314  | .000      |
| Skewness               |         | .203    |           |
| Std. Error of Skewness |         | .398    | .398      |
| Range                  |         | 19.00   | .00       |
| Minimum                |         | 55.00   | 1.00      |
| Maximum                |         | 74.00   | 1.00      |
| Sum                    |         | 2259.00 | 35.00     |
| Percentiles            | 25      | 62.0000 | 1.0000    |
|                        | 50      | 63.0000 | 1.0000    |
|                        | 75      | 70.0000 | 1.0000    |

## Appendix 21A

### Result Post-Test in Control Class

#### Statistics

|                        |         | Score   | Technique |
|------------------------|---------|---------|-----------|
| N                      | Valid   | 36      | 36        |
|                        | Missing | 0       | 0         |
| Mean                   |         | 67.4722 | 1.0000    |
| Median                 |         | 63.0000 | 1.0000    |
| Mode                   |         | 63.00   | 1.00      |
| Std. Deviation         |         | 8.12223 | .00000    |
| Variance               |         | 65.971  | .000      |
| Skewness               |         | .650    |           |
| Std. Error of Skewness |         | .393    | .393      |
| Range                  |         | 29.00   | .00       |
| Minimum                |         | 55.00   | 1.00      |
| Maximum                |         | 84.00   | 1.00      |
| Sum                    |         | 2429.00 | 36.00     |
| Percentiles            | 25      | 62.2500 | 1.0000    |
|                        | 50      | 63.0000 | 1.0000    |
|                        | 75      | 73.5000 | 1.0000    |

**Appendix 21B****Result Post-Test in Experimental Class****Statistics**

|                        |         | Score   | Technique |
|------------------------|---------|---------|-----------|
| N                      | Valid   | 35      | 35        |
|                        | Missing | 1       | 1         |
| Mean                   |         | 64.5429 | 1.0000    |
| Median                 |         | 63.0000 | 1.0000    |
| Mode                   |         | 62.00   | 1.00      |
| Std. Deviation         |         | 5.22631 | .00000    |
| Variance               |         | 27.314  | .000      |
| Skewness               |         | .203    |           |
| Std. Error of Skewness |         | .398    | .398      |
| Range                  |         | 19.00   | .00       |
| Minimum                |         | 55.00   | 1.00      |
| Maximum                |         | 74.00   | 1.00      |
| Sum                    |         | 2259.00 | 35.00     |
| Percentiles            | 25      | 62.0000 | 1.0000    |
|                        | 50      | 63.0000 | 1.0000    |
|                        | 75      | 70.0000 | 1.0000    |

## Appendix 22 Documentation



Picture 1

Students pay attention when the researcher explained how to constructing procedure text.



Picture 2

General conclusion from the researcher in the second treatment.





Picture 3

Students' activity in the treatment (Pairs Check)



Picture 4

Students' activity in the treatment (Pairs Check)